



MINERALS
EDUCATION
VICTORIA

Treasures from the Earth

VICTORIAN ESSENTIAL LEARNING STANDARDS : LEVEL FOUR
INTEGRATED TEACHING AND LEARNING PLANNER
TOPIC UNIT : TREASURES FROM THE EARTH

STRAND: Physical, Personal and Social Learning

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DOMAIN: Civics and Citizenship

VELS Dimensions

VELS Standards

Community engagement

Students:

- Demonstrate cooperation and understanding of the roles and responsibilities of leaders, and of democratic processes, when engaging in school and community activities.
- Present a point of view on a significant issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues.
- Demonstrate understanding that there are different points of view on an issue and contribute to group and class decision making.

STRAND: Physical, Personal and Social Learning

DOMAIN: Personal Learning

VELS Dimensions

VELS Standards

The individual learner

Students:

- Identify their preferred learning styles and describe factors which promote learning.
- Demonstrate the ability to learn independently and with peers, and respond positively to, and act upon, constructive feedback.
- Actively contribute to the creation of a positive learning environment in the classroom.

Managing personal learning

Students:

- Develop and implement plans to complete short-term and long-term tasks within time-frames set by the teacher, utilising appropriate resources.
- Undertake some set tasks independently, identifying stages for completion.
- Describe task progress and achievements, suggesting how outcomes may have been improved.
- Seek and use learning support when needed from peers, teachers and other adults.

STRAND: Physical, Personal and Social Learning

DOMAIN: Interpersonal Development

VELS Dimensions

VELS Standards

Building social relationships

Students:

- Demonstrate through their interactions in social situations, respect for a diverse range of people and groups.
- Accept and display empathy for the points of view and feelings of their peers and others.
- Identify and use a variety of strategies to manage and resolve conflict.

Working in teams

Students:

- Work effectively in different teams and take on a variety of different roles.
- Work cooperatively to allocate tasks and develop timelines. Students accept responsibility for their role and tasks.
- Students explain the benefits of working in a team and provide feedback on their own and the team's performance.

VICTORIAN ESSENTIAL LEARNING STANDARDS : LEVEL FOUR
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STRAND: Discipline-based Learning

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DOMAIN: The Humanities - Economics

VELS Dimensions	VELS Standards
Economic knowledge and understanding	Students: <ul style="list-style-type: none"> ➤ Describe the nature of the economic problem (scarcity). ➤ Explain how selected goods and services are produced and distributed. ➤ Compare different types of work and enterprise in the local community.
Economic reasoning and interpretation	Students: <ul style="list-style-type: none"> ➤ Use the inquiry process to plan economics investigations about economic issues in the home, school or local community and form conclusions supported by evidence.

STRAND: Discipline-based Learning

DOMAIN: The Humanities - Geography

VELS Dimensions	VELS Standards
Geographical knowledge and understanding	Students: <ul style="list-style-type: none"> ➤ Compare the various ways humans have used and affected the Australian environment. ➤ Recommend ways of protecting environmentally sensitive areas in a sustainable way.
Geospatial skills	Students: <ul style="list-style-type: none"> ➤ Use atlases, street directories and town plan maps to accurately describe the distance, direction and location of places. ➤ Draw sketch maps of their neighbourhood using simple mapping conventions such as title, scale, north sign and legend. ➤ Collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.

STRAND: Discipline-based Learning

DOMAIN: The Humanities - History

VELS Dimensions	VELS Standards
Historical knowledge and understanding	Students: <ul style="list-style-type: none"> ➤ Demonstrate their knowledge and understanding of significant events in Australian history, including the 1850s gold rushes. ➤ Make links and comparisons with contemporary Australia. ➤ Sequence events and describe their significance in bringing about particular developments.

STRAND: Discipline-based Learning

DOMAIN: Science

VELS Dimensions	VELS Standards
Science knowledge and understanding	Students: <ul style="list-style-type: none"> ➤ Explain change in terms of cause and effect. ➤ Explain the characteristics of physical and chemical change. ➤ Identify and compare the properties of the new or changed material/s with those of the original material/s. ➤ Describe the composition of layers within the Earth.
Science at work	Students: <ul style="list-style-type: none"> ➤ Analyse a range of science-related local issues and describe the relevance of science to their own and other people's lives. ➤ Explain how sustainable practices have been developed and/or applied in their local environment. ➤ Describe the contributions Australian scientists have made to improve and/or change science knowledge. ➤ Design and build simple models and write an account of the science that is central to the explanation of the model.

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STRAND: Discipline-based Learning

DOMAIN: Mathematics

VELS Dimensions VELS Standards

Structure	➤ Students use venn diagrams.
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STRAND: Interdisciplinary Learning

STRAND: Interdisciplinary Learning

DOMAIN: Communication

VELS Dimensions VELS Standards

Listening, viewing, responding	Students: <ul style="list-style-type: none"> ➤ Ask clarifying questions about ideas and information they listen to and view. ➤ Develop interpretations of the content and provide reasons for them. ➤ Explain why peers may develop alternative interpretations.
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Presenting	Students: <ul style="list-style-type: none"> ➤ Summarise and organise ideas and information, logically and clearly in a range of presentations.
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STRAND: Interdisciplinary Learning

DOMAIN: Thinking Processes

VELS Dimensions VELS Standards

Reasoning, processing and inquiry	Students: <ul style="list-style-type: none"> ➤ Develop their own questions for investigation. ➤ Collect relevant information from a range of sources and check it for accuracy. ➤ Distinguish between fact and opinion. ➤ Use the information they collect to develop concepts, solve problems or inform decision making. ➤ Develop reasoned arguments using supporting evidence.
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Creativity	Students: <ul style="list-style-type: none"> ➤ Use creative thinking strategies to generate imaginative solutions when solving problems.
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Reflection, evaluation and metacognition	Students: <ul style="list-style-type: none"> ➤ Use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness.
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STRAND: Interdisciplinary Learning

DOMAIN: Information and Communications Technology

VELS Dimensions	VELS Standards
ICT for visualising thinking	<p>Students:</p> <ul style="list-style-type: none"> ➤ Apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships. ➤ Use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas that allow relationships to be identified and inferences drawn from them.
ICT for creating	<p>Students:</p> <ul style="list-style-type: none"> ➤ Independently use a range of skills, procedures and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences. ➤ Select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product.
ICT for communicating	<p>Students:</p> <ul style="list-style-type: none"> ➤ Use email, websites and frequently asked question facilities to acquire from, or share information with peers, and known and unknown experts. ➤ Using recommended search engines, refine their search engines to locate information quickly. ➤ Evaluate the integrity of the located information based on its accuracy and the reliability of the web host.

STRAND: Interdisciplinary Learning

DOMAIN: Design, Creativity and Technology

VELS Dimensions	VELS Standards
Investigating and designing	<p>Students:</p> <ul style="list-style-type: none"> ➤ Contribute to the development of design briefs that include some limitations and specifications. ➤ Use a range of methods to research and collect data in response to design briefs. ➤ Communicate a range of design ideas, using words, labelled sketches and models, demonstrating that they are aware of environmental and social constraints. ➤ Consider users' views and produce step-by-step plans for making products. ➤ Describe how products function and are used, and what they look like in the context of design. ➤ Identify evaluation criteria from design briefs and use them to justify design choices.
Producing	<p>Students:</p> <ul style="list-style-type: none"> ➤ Work safely with a variety of materials and components, paying attention to quality and function. ➤ Plan and record basic steps in production. ➤ Select and safely work with a range of tools and equipment.
Analysing and investigating	<p>Students:</p> <ul style="list-style-type: none"> ➤ Reflect on their designs as they develop them and use evaluation criteria, identified from design briefs, to justify design choices. ➤ Modify designs after considered evaluation of feedback from peers and teachers, and their own reflection. ➤ Describe the impact products have on people and the environment.