Integrated Learning Area Plans 2016

An Independent Public School

<table>
<thead>
<tr>
<th>Humanities and Social Sciences (HASS)</th>
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<tbody>
<tr>
<td>History</td>
<td>Semester 1</td>
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<tr>
<td>Geography</td>
<td>Semester 2</td>
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<tr>
<td>Economics and Business (Yr 5 &amp; 6)</td>
<td>Semester 1</td>
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<tr>
<td>Civics and Citizenship (Yr 3, 4, 5 &amp; 6)</td>
<td>Semester 2</td>
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**Ways of Teaching**
- Draw on students' personal experiences and interests
- Build, extend and challenge existing understandings and perceptions
- Explore a range of viewpoints and different perspectives
- Involve the past, present and future
- Develop active and informed citizens
- Use meaningful, real-world contexts, current events and issues to exemplify the content
- Use a range of scales, from local area to regional, national and global areas
- Engage students in problem-solving tasks and inquiry to develop evidence-based arguments, or proposals for actions or solutions to real-world challenges and/or opportunities
- Involve students in learning outside the classroom through exposure to authentic experiences and making connections with local and wider communities
- Develop skills, many of which are transferable to other learning areas and are valuable for students’ future learning
- Contribute to all the general capabilities and the cross-curriculum priorities

**Ways of Assessing**
- Observation
- Group activities
- Video and / or Audio recordings
- Practical tasks
- Teacher made Tests
- Written work samples
- Graphic Organisers
- Visual Representations
- Oral Presentations
- Conferences
- Self-Assessments and evaluations
- Peer Assessment

**Reporting**
- Judging Standards Assessment Pointers
- Judging Standards work samples

<table>
<thead>
<tr>
<th>The Arts – Music</th>
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<td>Making</td>
<td>Semester 1 &amp; Semester 2</td>
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<tr>
<td>Responding</td>
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**Ways of Teaching**
- Use all aspects of perception: sensory, emotional, cognitive, physical and relational to make learning experiential for students
- Develop skills in students through modelling, coaching, practising and reflecting
- Enable students to work individually and collaboratively, using flexible grouping to accommodate their needs and strengths
- Encourage students to take risks and extend their ideas
- Foster participation in projects in a flexible, dynamic learning environment
- Provide opportunities for students to experience the Arts in live or virtual settings
- Explore significant and recognisable examples of the Arts from different times and cultures to develop in students an aesthetic and cultural appreciation of the Arts

**Ways of Assessing**
- Observation
- Teachers’ observations
- Videos of student performance/progress
- Checklists
- Reflective journals
- Planning documents
- Anecdotal evidence
- Worksheets and test papers
- Short responses
- Extended responses
- Class discussions
- Informal and formal presentations

**Reporting**
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- Judging Standards work samples

<table>
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<tr>
<th>Health and Physical Education - Health</th>
<th>Semester 1 &amp; Semester 2</th>
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<td>Personal, Social and Community</td>
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**Ways of Teaching**
- In the early years, the focus is on the holistic nature of children's development (as distinct from learning divided into subjects)
- In the early years, planning includes child-initiated, self-directed activities
- Students are provided with opportunities to develop movement skills which are included and reinforced throughout the year
- Students develop a health literacy skills approach to their learning
- Students work both individually and collaboratively to explore, reflect and adapt skills and strategies
- Teaching and learning experiences related to the Personal, social and community health strand reflect school policies and protocols. Specific content may be sensitive to cultural and/or religious groups

**Ways of Assessing**
- Group Activities
- Field-work and practical tasks
- Tests
- Written work samples
- Graphic Organisers
- Visual Representations
- Performances or Oral Presentations
- Conferences
- Self Assessment and Evaluations
- Peer Assessment

**Reporting**
- Judging Standards Assessment Pointers
- Judging Standards work samples