

# SUSTAINABLE LIVING

The 'Sustainable Living' learning experience addresses the following Level 5 & 6 Victorian Essential Learning Standards:



Strand	Domain	Dimension	Key Elements of Standards Students...
Physical, Personal & Social Learning	Interpersonal Development	Building social relationships	Level 6: <ul style="list-style-type: none"> <li>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others.</li> </ul>
		Working in Teams	Level 5: <ul style="list-style-type: none"> <li>Support other members to share information and work cooperatively to achieve a shared purpose within a realistic timeframe</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Work collaboratively, negotiate roles and delegate tasks, and achieve agreed goals with set time frames</li> </ul>
	Personal Learning	The individual learner	Level 5: <ul style="list-style-type: none"> <li>Seek and respond to feedback from peers, teachers and other adults</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Work independently to implement a range of strategies to maximise their learning</li> <li>Seek and respond to feedback to develop and refine their content knowledge and understanding</li> </ul>
		Managing personal learning	Level 5: <ul style="list-style-type: none"> <li>Complete competing short, extended tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation.</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them.</li> <li>Take responsibility for their learning environments.</li> </ul>
Civics and Citizenship	Community Engagement	Level 5: <ul style="list-style-type: none"> <li>Explain the different perspectives on some contemporary issues and propose possible solutions to problems.</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Articulate and defend their own opinions about environmental issues.</li> <li>Develop an action plan which demonstrates their knowledge of a environmental issue.</li> </ul>	
Discipline-based Learning	English	Speaking & Listening	Level 5: <ul style="list-style-type: none"> <li>Ask clarifying questions and build on the ideas of others.</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Compare ideas, build on others' ideas, provide and justify other points of view</li> </ul>
	The Humanities Geography	Geospatial skills	Level 5: <ul style="list-style-type: none"> <li>Identify and gather geographical information from fieldwork and organize, process and communicate using a range of visual and graphic forms.</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Collect and collate information gathered from fieldwork observations</li> </ul>
Inter-disciplinary Learning	Communication	Listening, viewing and responding	Level 5: <ul style="list-style-type: none"> <li>Consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations</li> </ul> Level 6:

			<ul style="list-style-type: none"> <li>• Identify the ways in which complex messages are effectively conveyed and apply this to their communication;</li> <li>• They consider alternative views, recognise multiple interpretations and respond with insight;</li> <li>• Use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms</li> <li>• Use pertinent questions to explore, clarify and elaborate complex meaning.</li> </ul>
	Thinking process	Reasoning, processing and inquiry	<p>Level 5:</p> <ul style="list-style-type: none"> <li>• Locate and select relevant information from varied sources</li> <li>• Identify and synthesise relevant information, using a range of appropriate strategies of reasoning and analysis to evaluate evidence</li> </ul> <p>Level 6:</p> <ul style="list-style-type: none"> <li>• Process and synthesise complex information and complete activities focusing on decision making</li> <li>• Make informed decisions based on their analysis of various perspectives.</li> </ul>