## Curriculum Planning Model – Australian Curriculum

### Community Engagement

**Prep–Year 2**

**Task title:** Remembering community members and what value they bring their society and important places.

**Purpose:** To investigate a celebrated significant in their community.
Inquiry / Investigative

**Years 3–4**

**Task title:** Investigating their local community members, values, and special places.

**Purpose:** To explore the role of the community member and making independent decisions in the school community. To investigate a celebrated significant in their community.
Inquiry / Investigative

**Years 5–6**

**Task title:** Developing social responsibility in their local community.

**Purpose:** Investigate an important community member and making independent decisions in the school community. To investigate a celebrated significant in their community.
Inquiry / Investigative

### Humanities and Social Sciences - Inquiry and skills

| Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| Respond to questions about community member. Identify what the community member offers the local society. Students share stories about the community member. Students to identify and share what they want their learning space to look like. | Respond to questions about community member by collecting and interpreting information and data from observations and from sources provided. Identify a value the community member offers the local society. Reflect on their learning to suggest how to better the schools community / learning spaces. Students share stories about the community member and what value they bring to the local society using everyday terms. Students to identify and share what they want their learning space to look like. | Students to pose questions to ask the local community member. Locate information from observations and from sources provided. Compare points from the interview and interpret the information to identify a point of view and draw simple conclusions. Identify values the community member offers the local society. Reflect on their learning to suggest ways to better the schools community / learning spaces. Develop narratives about the community values and communicate findings in a range of texts using language to describe their local community. | Students to pose questions and locate and collect information from community members, including observations to answer these questions. Examine information to identify a point of view on the community values. They draw simple conclusions and share their views on the community member and the values they identify. They reflect on their findings to suggest actions in response to their school community / learning spaces. Communicate ideas, findings and conclusions in oral, visual, and written forms using simple discipline-specific terms. | Students to pose questions to investigate. Locate and collect information from different sources to answer these questions. Examine the information and recognise the community values and reveal points of views, respecting the views of others. They reflect on their findings to suggest actions in response to their school community / learning spaces. Students to present their findings and conclusions using discipline-specific terms in a range of communication forms. | Students to pose questions for an investigation. Locate and collect information from a range of sources to answer study questions. Examine sources to determine the community small, big values and to identify different viewpoints. Work with others to generate responses on their findings to suggest actions in response to their school community / learning spaces. Present their ideas, findings, and conclusions in a range of communication forms using discipline-specific terms. | Students to pose questions to frame an investigation. Locate and collect useful information from primary and secondary sources. Examine sources to determine their origin and purpose and to identify different perspectives about their local community and identify the small, big values of their local society. To identify connections between the community small, big values and the school's values. Collaboratively generate responses on their findings to suggest actions in response to their school community / learning spaces. They present ideas, findings, viewpoints, and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms. |

### Content Descriptions

| Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Questioning**<br>• Using the tool kit cards pose questions about the community members values, desires, and requirements | **Questioning**<br>• Using the tool kit cards pose questions about the community members values, desires, and requirements | **Questioning**<br>• Using the tool kit cards pose questions about the community members values, desires, and requirements | **Questioning**<br>• Using the tool kit pose questions to investigate the communities' values, desires, and requirements | **Questioning**<br>• Using the tool kit pose questions to investigate the communities' values, desires, and requirements | **Questioning**<br>• Using the tool kit pose appropriate questions to guide an inquiry about the communities' values, desires, and requirements | **Questioning**<br>• Using the tool kit pose appropriate questions to guide an inquiry about the communities' values, desires, and requirements |

| Researching | Researching | Researching | Researching | Researching | Researching | Researching |
|---|---|---|---|---|---|---|
| • Collect data and information from observations on the community member they interview and identify information and data from the source provided.<br>• Identify what the community member adds to their local society. | • Collect data and information from observations on the community member they interview and identify information and data from the source provided.<br>• Identify a value the community member offers the local society. | • Collect data and information from observations on the community member they interview and identify information and data from the source provided.<br>• Identify a value's the community member offers the local society. | • Locate and collect information and data from a community member, including observations.<br>  • Examine the information provided by the community member to identify the community values. | • Locate and collect information and data from a community member, including observations.<br>  • Examine the information provided by the community member to identify the community values. | • Locate and collect relevant information and data from a primary community member and secondary sources.<br>• Examine sources to determine the community values and to identify different viewpoints. | • Locate and collect relevant information and data from a primary community member and secondary sources.<br>• Examine sources to determine the community values and to identify different viewpoints. |

| Analysing | Analysing | Analysing | Analysing | Analysing | Analysing | Analysing |
|---|---|---|---|---|---|---|
| • Compare community members values and places within the community and consider how they link.<br>• Interpret data and information displayed in a face-to-face interview, pictures, and texts and on maps | • Explore a point of view on the community values.<br>• Interpret data and information provided by a face-to-face interview, pictures, excursions and consider how the schools community and spaces could be better. | • Explore a point of view on the community values.<br>• Interpret data and information provided by a face-to-face interview, pictures, excursions and consider how the schools community and spaces could be better. | • Examine information to identify different points of view and distinguish facts from the community values.<br>• Interpret data and information provided by a face-to-face interview, pictures, maps, excursions and consider how the schools community and spaces could be better. | • Examine information to identify different points of view and distinguish facts from the community values.<br>• Interpret data and information provided by a face-to-face interview, pictures, maps, excursions and consider how the schools community and spaces could be better. | • Examine a primary community member and secondary sources to determine their community values.<br>• Examine different viewpoints on actions, events, issues, and consider how the school's community and spaces could be better. | • Examine a primary community member and secondary sources to determine their community values.<br>• Examine different viewpoints on actions, events, issues, and consider how the school's community and spaces could be better. |

| Evaluating and reflecting | Evaluating and reflecting | Evaluating and reflecting | Evaluating and reflecting | Evaluating and reflecting | Evaluating and reflecting | Evaluating and reflecting |
|---|---|---|---|---|---|---|
| • Draw simple conclusions based on discussions, observations and information displayed in face-to-face interviews, pictures, and texts and on maps.<br>• Reflect on learning to propose how to care for and better their learning environment. | • Draw simple conclusions based on discussions, observations and information displayed in face-to-face interviews, pictures, and texts and on maps.<br>• Reflect on learning to propose how to care for and better their learning environment in line with their community. | • Draw simple conclusions based on discussions, observations and information displayed in face-to-face interviews, pictures, and texts and on maps.<br>• Reflect on learning to propose how to care for and better their learning environment in line with their community. | • Draw simple conclusions based on analysis of information and data.<br>• Interact with others with respect to share points of view.<br>  • Reflect on learning to propose actions in response to their learning environment and consider possible effects of proposed actions | • Draw simple conclusions based on analysis of information and data.<br>• Interact with others with respect to share points of view.<br>  • Reflect on learning to propose actions in response to their learning environment and consider possible effects of proposed actions | • Evaluate evidence to draw conclusions.<br>• Work in groups to generate responses to issues and challenges.<br>• Reflect on learning to propose actions in response to their learning environment in line with community/schools' small, big values | • Evaluate evidence to draw conclusions.<br>• Work in groups to generate responses to issues and challenges.<br>• Reflect on learning to propose actions in response to their learning environment in line with community/schools' small, big values |

| Communicating | Communicating | Communicating | Communicating | Communicating | Communicating | Communicating |
|---|---|---|---|---|---|---|
| • Present narratives, information and findings in oral, graphic, and written forms using simple terms to represent the community member and to describe a value. | • Present narratives, information and findings in oral, graphic, and written forms using simple terms to represent the community member and to describe a value. | • Present narratives, information and findings in oral, graphic, and written forms using simple terms to represent the community member and to describe a value and identify one community value. | • Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms | • Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms | • Present ideas, findings, viewpoints, and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions | • Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions |

## Humanities and Social Sciences - Knowledge and Understanding

| Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------|--------|--------|--------|--------|--------|--------|
| Identify important points about the community member they interview and commemorate values that are important to them. | Describe the community member of significance in the local community and explain why this person is important within their local society. Identify the community values and how they link to the school. Recognise that values have meaning to the community and why the values are important to preserve. | | Recognise the significance of values in bringing about positive change. Identify community values and explain why they are important. Describe the experiences / values of the community member. Recognise their importance in the local community. Describe factors that shape a person's values and sense of belonging in the community. Students explain the role of values in their community and the importance of upholding them. They explain how and why people participate in and contribute to their communities. | | Explain the significance of a value and the community member they interview. Identify and describe continues small, big values and why they are important. Describe the causes and effects of values changing in society. Compare the experience of the different community members they interview. Explain the importance of these community members and how they contribute to their local society. Students identify the importance of values and processes in their local community and describe the different roles the values play. | |

| | | | Civics and Citizenship | Civics and Citizenship | Civics and Citizenship | Civics and Citizenship |
|---|---|---|---|---|---|---|
| | | | • The differences between small and big values, why values are important and how they affect the lives of people. <br> • The different values to which they and others in the community belong. <br> • Why people participate within communities and how students can actively participate and contribute | • The differences between small and big values, why values are important and how they affect the lives of people. <br> • The different values to which they and others in the community belong. <br> • Why people participate within communities and how students can actively participate and contribute. | • They key small, big values of their local community. <br> • The roles and responsibilities of the community values. <br> • The responsibility of these values and how they represent their local community. <br> • Where ideas for new values can come from and how they become important. <br> • The shared values of the community and schools' values and the responsibilities of them. <br> • The obligations the community member believe they have within the community. | • They key small, big values of their local community. <br> • The roles and responsibilities of the community values. <br> • The responsibility of these values and how they represent their local community. <br> • Where ideas for new values can come from and how they become important. <br> • The shared values of the community and schools' values and the responsibilities of them. <br> • The obligations the community member believe they have within the community. |

## Information for teachers

### Suggested Learning Activities

| Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------|--------|--------|--------|--------|--------|--------|
| • Use the tool kit provided as a resource with creating experiences and questions for the unit plan. | • Use the tool kit provided as a resource with creating experiences and questions for the unit plan. | • Use the tool kit provided as a resource with creating experiences and questions for the unit plan. | • Use the tool kit provided as a resource with creating experiences and questions for the unit plan. | • Use the tool kit provided as a resource with creating experiences and questions for the unit plan. | • Use the tool kit provided as a resource with creating experiences and questions for the unit plan. | • Use the tool kit provided as a resource with creating experiences and questions for the unit plan. |

| Assessment notes | | |
| --- | --- | --- |
| **Prep–Year 2: Remembering community members** | **Years 3–4: Community values** | **Years 5–6: Understanding community small, big values** |

**Prep – Year 2 Assessment task:**

Create a portfolio of work: As students complete the learning activities, have the products they produce in a portfolio such as a display wallet, scrapbook or even a website.

Works to be shared with designers or kept and stored for any future design work to be completed at the school.

**Part A: A special community member**

Students interview and community member and talk about their stories that helps them remember community values.

**Part B: My community member**

Learners to draw a picture and write a sentence of what they thought the values, desires and requirements of each community member was.

**Part C: My classroom**

Students respond to questions and tell a story about how they envision their learning space should look like.

**Supporting resources**

Tool kit for the specific year levels


**Years 1 and 2 Assessment task:**

Students present their findings with a poster and oral presentation to explain how the community member fits in their society and investigate a value they identify.

Works to be shared with designers or kept and stored for any future design work to be completed at the school.

**Part A: My community member**

Learners to draw a picture and write a sentence of what they thought the values, desires and requirements of each community member was.

**Part B: Values over time**

Students compare values and present to identify how they help their community.

**Part B: Investigate an important community member**.

To complete this inquiry-based assessment task, students should participate in a class interview with a significant community member in their local community,

- **Year 1** students talk about a significant value for their family.
- **Year 2** students pose questions.

Support students to read and understand the sources in Part A. Where possible, provide similar real objects students can engage with.

**Supporting resources**

Tool kit for the specific year levels


**Years 3 and 4 Assessment task:**

Present findings: Students to compose and present with a poster on what they have learnt about their community member. You might want to invite school leadership members or local architects to observe the presentations.

Works to be shared with designers or kept and stored for any future design work to be completed at the school.

**Part A: Living in their local community.**

Students choose a person that is important in the local community and interview them.

Support students to select an important community member to research. It needs to be a unique community member that adds value to their community.

Students interview an older person about the community values. The information the student collects and interprets will be assessed and not the interview itself. Guide students to relevant and appropriate sources for research.

**Part B: Exploring their local community.**

Prior to assessment, support students to interpret and discuss the provided information, and explore secondary sources such as excursions of important sites in society.

During the assessment, support students to read and comprehend the sources, including explanation of unfamiliar language.

**Supporting resources**

Tool kit for the specific year levels


**Years 5 and 6 Assessment task:**

Create a video: Students to compose and present their findings on their community member in a multi-model presentation. This could include a video clip or a PowerPoint of students completing their learning tasks, engaging with the community, and reflecting on their learning.

You might want to invite school leadership members or local architects to observe the presentations.

Works to be shared with designers or kept and stored for any future design work to be completed at the school.

**Part A: Create a display of their community.**

Students investigate how a person, and values are important in their local community.

**Part B: Community values scavenger hunt**

Students explore the small, big values of their community, how these values came about, and what it means to be apart of their local society.

**Part C: Community values case study**

Students investigate a community member and their values and how they connect to their school values.

Support students to read and understand the sources.

**Supporting resources**

Tool kit for the specific year levels