### Essential Learnings - Primary

**FUTURES:** developing perspectives to critically reflect upon and contribute to creating preferred futures, including:
- recognising patterns and connections within systems
- identifying, researching and analysing challenges for the future
- understanding world views and how they are constructed and manifested
- taking ethical acting to affect personal and social change

**IDENTITY:** critically understanding and developing person identity, group identity, and relationships and acting to shape these including:
- understanding and engaging with diversity
- developing self-awareness and understanding with a strong sense of self-worth
- making changes to those values and practices that are harmful
- developing understanding that identifies are constructed around personal and social values, ethics, systems and practices
- negotiating ways of relating to others in a range of learning, social and working contexts.

**INTERDEPENDENCE:** developing a sense of connectedness with other people, and systems reflecting on and taking action to shape local and global communities, including:
- understanding that all living things are connected and interdependent
- understanding needs, feelings, capabilities and interests of others
- identifying how human actions have had a positive or negative impact on other living systems or things
- contributing as a member of a team to achieve individual and shared goals
- taking action to achieve preferred social and physical environments

**THINKING:** developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:
- understanding how to create personal relevance through reflection and metacognition (knowing oneself as a thinker and learner)
- developing habits of mind that use incisive and critical thinking
- using a range of thinking modes and styles to recognise and develop connections among ideas
- applying creative and enterprising thinking to the generation of ideas and solutions

**COMMUNICATION:** developing knowledge, skills and dispositions required to construct and deconstruct meaning and to critically understand and use the power of communication and technologies, including:
- evaluating language use, with awareness of the power of language, technologies and the media
- receiving and sharing meaning through different forms of communication (eg stance, dramatic performances, media modes, chat lines)
- thinking critically about communication, recognising multiple interpretations, challenging assumptions and providing alternative possibilities
- using a variety of media and modifying communication for different audiences and contexts
- being able to effectively use a range of communication modes to solve problems when working individually or with others

### Concept / Issues

### Essential Question

### ICT Focus

**Key Competencies:**
- Assessing information using:
  - library catalogue
  - telephone
  - fax
  - CD Roms
  - internet
  - email

**Organising Content:**
- Word Processing (Appleworks, Word)
- Graphic Organisers (Inspiration)
- Spreadsheets (Appleworks, Excel)
- Data Bases (Appleworks, Access)

**Creating Content**
- KidPix drawing
- importing clipart from CD Rom
- importing graphics from Internet
- using Scanner
- using Digital Camera
- KidPix Animation
- using Video Camera
- iMovie

**Communicating / Sharing Content**
- printing information
- email
- Kidpix Slideshow
- Inspiration
- Hyperstudio
- iMovie
- PowerPoint presentation

**Evaluating**
- Concept Mapping (Inspiration)

### Learning Activities & Assessment Strategies

### Asian Focus

- Developing concepts of Asia
- Challenging Stereotypes
- Being informed about contemporary issues
- Understanding contributions made by the people of Asia to the world
- Considering the likely implications of closer Asia-Australia relationships
### Key Competencies:

- **Collecting, Analysing and Organising Information**
  - Establishing the purpose for collecting information and identifying possible sources
  - Locating, selecting and organising relevant information
  - Critically analysing information for relevance, bias and accuracy
  - Critically evaluating sources and methods of obtaining information

- **Communicating Ideas and Information**
  - Identifying purpose, audience and context
  - Selecting appropriate forms and styles of communication
  - Communicating clearly and coherently
  - Revising and adapting communication in response to feedback

- **Planning and Organising Activities**
  - Identifying and clarifying goals
  - Planning and prioritising activities
  - Managing time and resources effectively
  - Reviewing progress and work quality, adjusting plans to achieve the goals

- **Working with Others and in Teams**
  - Clarifying the purposes and objectives to be achieved by working with others
  - Establishing a consensus on individual roles and responsibilities taking into account different roles and perspectives
  - Effectively contributing and interacting to achieve the team goal
  - Evaluating one’s own and the team’s performance in achieving the goal

- **Using Mathematical Ideas and Techniques**
  - Clarifying objectives and selecting mathematical ideas and techniques
  - Judging the precision and accuracy required
  - Applying mathematical ideas and techniques to achieve an appropriate outcome
  - Checking that the outcome makes sense in its context and evaluating the process

- **Solving the Problems**
  - Clarifying and defining the problem
  - Exploring possible strategies
  - Applying strategies to achieve appropriate outcomes
  - Evaluating the efficiency of the processes and outcomes

- **Using Technology**
  - Clarifying the purpose for the use of technology
  - Selecting suitable technology and using it effectively, responsibly and safely
  - Applying and adapting technology to different situations
  - Evaluating the process and the outcome for efficiency and suitability

### Thinking Strategies – Primary

#### Critical Thinking
- PMI
- Pooch
- Forced Choice
- Camper
- Comparing and contrasting
- 6 Hats
- Reasoning
- Human Graph

#### Creative Thinking
- SCAMPER
- BAR
- Question Matrix
- Big Ideas Keys
- Thinkers Keys
- SCRUMPS
- Extended brainstorming
- Creative Problem Solving

#### Graphic Organisers
- Concept Map
- Mind Map
- Venn diagram
- Ranking Ladder
- Cross Classification
- Flow Chart
- Fishbone Diagram
- Cause and Effect

#### Complex Thinking
- Decision Making
- Problem Solving

#### Metacognition
- Storyboards
- Develop action plan
- Timeline
- Monitoring action plans
- Evaluate the solution
- Assess the performance
- Extension of knowledge
- Cort Thinking

### BLOOM TAXONOMY TALLY

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### GARDNER’S MULTIPLE INTELLIGENCES TALLY

| VL | MR | N | BK | VS | INTER | INTRO |