St John's HPE Curriculum Statement

History Curriculum

17.10.12.
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1. COMMUNITY PROFILE

The purpose of this document is to inform curriculum planning and implementation at St John’s by providing a framework for teachers to achieve a consistent approach to Health and Physical Education (HPE) curriculum delivery, assessment and reporting. This meets the requirements of Catholic Education in the Cairns Diocese.

Professional development in HPE has been undertaken during 2011 by St John’s staff at staff meetings and during professional development opportunities provided by the Cairns Curriculum Team to all teachers in the Southern Cluster and to the Curriculum Support Teacher at cluster meetings.

Our small rural school of St John's at Silkwood prides itself on being both Christ and child-centred, providing excellent teaching delivery to the students it serves. The school is located in the heart of the Southern Deanery in the Johnstone Shire. Geographically placed in between the larger towns of Tully and Innisfail, the school draws many of its students not only from Silkwood but also the surrounding communities of Kurrimine Beach, Mission Beach and El Arish.

St John’s School comprises of children from the Silkwood area who are mainly of Italian descent and whose parents work in the sugar cane, banana and fishery industries. Our dedicated staff continues the proud tradition of quality Catholic Education to many of the children and grandchildren of the first students of St John’s.

St John’s is blessed to have the Three Saints Organisation actively involved with the school. The feast of the Three Saints is held annually on the first weekend of May in the school grounds. The current St John's community is respectful of the past and excited about the future, as it plays its part in inspiring St John's students to live the school motto of "Always Reaching For New Heights."

In compiling this Mathematics Curriculum Framework all members of the St John’s community
2. LEARNING AREA RATIONALE

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students’ appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society.

The Diocesan Learning framework is reflected in how we teach History in the following ways;

- **Community Contributor** – learn from, reflect and acknowledge the contribution of past and present, participation in the community beyond school.
- **Leader and Collaborator** – promote team work and cooperative learning, and accept individual and collective responsibility.
- **Effective Communicator** – ‘develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Students develop literacy capability as they learn how to build historical knowledge and to explore, analyse, question, discuss and communicate historical information, concepts and ideas.’
  Ref: Australian Curriculum: History / General Capabilities / Literacy (2012)
- **Quality Producer** – become responsible, ethical and resourceful citizens of the world, who make informed decisions and positive choices through the acquisition of historical knowledge, and the development and use of inquiry skills.
- **Designer and Creator** – support the design and creation of projects that honour the past, inhabit the present and imagine the future.
3. BROAD SUBJECT AIMS:

History curricula has traditionally moved from a student’s personal and family history through to studies of the local, state or territory and national levels, with coverage in the upper year levels of some aspects of world history. This model is based on the need to build from the concrete experiences of young students towards a more abstract understanding of elements further removed in terms of both space and time for older students.

Yet modern technologies have broadened the personal experiences of many young children beyond the immediate sphere of family, home and locality. While these remain major factors of influence, they are not the only influences in young people’s lives. Moreover, students come from a far wider range of backgrounds and their personal histories can often have far greater connection to the history of distant countries than that of the local area. The national history curriculum, while building from direct experience towards more abstract understanding, must ensure that learning opportunities allow for relevant national and global connections to be made to personal, family and local history across all years of schooling.

YEARS P–2 (TYPICALLY FROM 5 TO 8 YEARS OF AGE)

In the early years of schooling the curriculum should enable students to explore their own and their family’s history. Through hearing the stories of other students’ lives and examining artefacts such as photos and objects, students also recognise that people have different histories.

Students will examine events in their lifetime and in the lifetimes of family members and place them in chronological order; they will use words and phrases that are associated with the passage of time (for example, yesterday and long ago). Students will distinguish between past and present ways of living, for example in means of transport, styles of clothing and housing and modes of communication. They may use fictional stories to provide a deeper understanding of changes over time.

YEARS 3–6 (TYPICALLY FROM 8 TO 12 YEARS OF AGE)

In Years 3 – 6 life in past times and places will be explored through a range of perspectives and themes. This will provide students with opportunities to gain a broad understanding of the diverse ways in which people organised, thought about and experienced their lives. The focus will be on significant periods, events, personalities and places within and beyond Australia. Students will develop knowledge and understanding about Australian history, covering pre- and post-Indigenous/European contact. Students will learn about Australia’s national symbols and key historical events including colonisation, Federation and the world wars. Students will understand
that Australia’s past pre-dates British colonisation and can recognise and value Aboriginal and Torres Strait Islander influences on our present day society.

Through this learning, students will develop an appreciation of the legacy of the past.

Students will develop historical skills which include:

- using common historical terms for describing time and sequencing events and developments in chronological order;
- asking questions, finding relevant answers, and constructing informed responses;
- developing a basic understanding of how evidence can be used to provide historical explanations; and,
- developing appropriate techniques of organisation and communication.

The writing process will develop a sequence and scope across Years 3 – 6 that avoids overlap and repetition and ensures a balance of breadth and depth in the development of historical knowledge, understanding and skills in the curriculum.

The curriculum will recognise the needs of non-specialist history teachers by providing sufficient clarity and detail.

The history curriculum across Years 3–6 will be developed around four focus questions:

- What do we know about the past?
- How did Australians live in the past?
- How did people live in other places?
- How has the past influenced the present?

Organisation of the curriculum around these four questions will enable students to consider local, state or territory, national and global contexts.

The initial focus will be on developing students’ curiosity about historical discoveries and introducing them to a range of appropriate sources including stories, oral histories, maps and real or virtual artefacts. Family history, peoples of the local area and Australia, dreaming stories and myths and legends are all relevant contexts for this learning.

A sense of continuity and change over time will be developed through studies of local, state or territory, national and global history. Students will learn about key social, cultural, technological, political and work-related changes that have occurred. Daily life in Australian pre- and post-contact times, focusing on various aspects of the lives of individuals or groups, will be a significant context. The Years 3 – 6 curriculum will also allow teachers to select contexts such as Japan, China and the European settlement of North America to develop these understandings.

Students’ appreciation of difference and diversity will be developed through the study of cultures from other places. They will learn about cultural practices, social organisation, technology and human use of the environment. The Years 3 – 6 curriculum will allow teachers to select from a set of European and Asia-Pacific historical contexts and periods to develop these understandings.
Students will also consider significant events, people and developments that explain our way of life today. Students will learn about pioneers and inventors, national identity, heritage and democratic traditions. The curriculum will include early exploration, the development of Australia’s system of government and key events and their commemoration including Anzac Day.

YEARS 7–10 (TYPICALLY FROM 12 TO 15 YEARS OF AGE)

The Year 7–10 history curriculum will specify the required learning in terms of historical concepts, understandings and skills, through overviews and depth studies. Depth studies may include episodes of key significance to the period of study. Some depth studies will provide options, including comparative options and school developed options where appropriate, so that the required learning can be developed in a range of historical contexts. This will enable teachers to meet the interests and needs of their students. A depth study should incorporate interconnections and comparisons within a historical period where appropriate.

The number of depth studies and the amount of time allocated to each study will be determined according to considerations of feasibility, conceptual ability and student engagement.

Students will develop historical skills which include:

- learning how to use, with facility, common historical terms for dealing with chronology and time-related historical concepts and continuing to acquire a sound grasp of the sequence of events;
- asking and exploring inquiry questions in detail, finding relevant and comprehensive answers and providing sound explanations and conclusions for historical events;
- using a wide range of different forms of evidence in providing historical explanations, recognising how these forms of evidence may vary in their value; and,
- developing a range of appropriate techniques of organisation and communication.

It is proposed that the history curriculum should follow a sequence:

- History from the time of the earliest human communities to the end of the Ancient period (c. 60,000 BC–c. 500 AD)
- History from the end of the Ancient period to the beginning of the Modern period (c. 500–1750)
- The Modern World and Australia (1750–1901)
- Australia in the Modern World (1901–present)

Students should have an appreciation of the major civilisations of Europe, Asia, Africa, America and Australia. They should understand Australian history within a comparative framework that embraces the Indigenous and settler components, and they should be aware of its regional and global dimensions.
YEARS 11–12 (TYPICALLY FROM 15 TO 18 YEARS OF AGE)

It is recognised that the transition to senior secondary studies occurs at Year 11 in some jurisdictions and Year 10 in others.

Senior secondary students exercise a choice of subjects, so not all of them will be enrolled in history; but it is to be hoped that the majority will continue with history. History at the senior secondary level typically includes a choice of more specialised courses that are studied in greater depth.

In the first phase of the national history curriculum it is proposed to develop two courses, Ancient History and Modern History. Other senior secondary courses might continue to be offered by individual jurisdictions/schools.

There will be further advice for writers about the nature of the curriculum in the senior secondary years and key considerations in the development of the curriculum.
4. CROSS CURRICULUM PRIORITIES

Cross Curriculum Priorities equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

History provides considerable opportunity for students to explore, understand and appreciate the wider world through the integration of cross curriculum perspectives. The following statements about cross curriculum content indicate ways in which the following areas are embedded whilst ensuring that subject integrity is maintained.

CATHOLIC ETHOS

The overarching purpose of Catholic schools of the past, as well as the future, is to bring the Good News of Jesus to all who hear it. In the midst of a world of educational, social and economic change, the focus on the holistic growth of the individual remains the surest way Catholic schools can prepare students for the uncertainties of the future. Defining Features, Diocese of Cairns

The curriculum provides opportunities for young people to connect their curriculum experiences to a living Christian faith.

Through the teaching of History students will experience opportunities to:

- become more aware of our historical Christian background
- become more aware of the Judeo-Christian influence on historical events
- display behaviours that reflect the gospel values
- assist young people in our Catholic school communities to connect their experiences of history to living a Christian life.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Active engagement of inclusive curriculum practices which reflect Aboriginal and Torres Strait Islander perspectives, knowledge, histories, cultures and spirituality. A genuine commitment to Reconciliation, guided by principles of personal dignity, social justice and equity, that reflects the Gospel message and the mission of the Church.

The curriculum provides opportunities to value and respect:

- traditional knowledge and practices
- culture and natural heritage
- spirituality
and to critically examine and/or challenge:

- social constructs
- prejudice and racism

Through the teaching of History students will experience opportunities to:

- value and utilise the past and present contributions of Aboriginal and Torres Strait Islanders in Historical knowledge and understanding
- promote and value the incorporation of all Aboriginal and Torres Strait Islanders, students’ backgrounds and experiences throughout History
- ensure that content, resources, pedagogy enhance cultural identity in a multi-cultural society
- Identify and challenge, in a supportive school environment assumptions concerning stereotypes

ASIA AND AUSTRALIA’S ENGAGEMENT WITH ASIA

This perspective requires students to develop skills, knowledge and understandings related to Asia and Australia’s engagement with Asia.

The curriculum provides opportunities to know, understand and be able to:

- Understand ‘Asia’
- Develop informed attitudes and values
- Know about contemporary and traditional Asia
- Connect Australia and Asia
- Communicate effectively with people of the Asian region both within and outside Australia confidently

Through the teaching of History students will experience opportunities to:

- value and utilise the past and present contributions of the Asian Region and their knowledge and understandings
- promote and value the incorporation of a multicultural society respecting all backgrounds and experiences throughout History
- ensure that content, resources and pedagogy enhance cultural identity in a multi-cultural society
- Recognise the contribution of and promote community harmony in Australian communities reflecting social, cultural, economic and biological factors to individual values, attitudes and behaviours
- develop an understanding of histories of the diverse peoples of Asia and their contributions to the region and the world, and an appreciation of the importance of the region for Australia and the world
- learn about the importance of the traditions, beliefs and celebrations of peoples from the Asian region and through the study of ancient societies, trade, conflicts, progressive movements and migration to Australia by people from Asia

### SUSTAINABILITY

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations. The curriculum provides opportunities to reflect upon:

- the gift of creation
- an attitude of responsible stewardship

and to critically examine and/or challenge:

- the impact of human interaction with the natural, built and social environment
- current environmental issues

Through the teaching of History students will experience opportunities to:

- develop the knowledge, skills, attitudes and values needed to achieve effective relationships and taking care of one another, the community and the natural environment.
- develop in learners the knowledge, skills, attitudes, values and commitment to initiate individual and collective responses that are environmentally responsible and reflective of their ecological vocation
- reflect on and evaluate the influence of biological, social, cultural and environmental factors
- support the development of students’ world views, particularly in relation to judgments about past social and economic systems, and access to and use of the Earth’s resources
- assist students to develop an historical perspective on sustainability
- make decisions about sustainability to help shape a better future requires an understanding of how the past relates to the present, and needs to be informed by historical trends and experiences

### SOCIAL EMOTIONAL LEARNING

Social and emotional competencies are integral to academic and work success and are the basis of resilience, relational quality and social capital.

The curriculum provides opportunities to develop:

- Self-Awareness
- Social Awareness
- Responsible Decision Making
- Self-Management
- Relationship Management
Through the teaching of History students will experience opportunities to:

- get along – demonstrating social confidence, citizenship, respect, fairness, developing positive quality relationships with teachers and peer students, promoting student well-being and success and collaboration, showing understanding and empathy to others
- be emotionally resilient – developing the skills to recognize and manage emotions and behaviours to achieve one’s goals, handling challenging situations effectively, making ethical constructive choices
- be persistent – demonstrating persistence through an inquiry model of learning, using a positive mindset for achievement
- be organized - work organization
- be confident - Role play, display integrity, make responsible decisions, students take responsibility for their learning, responsible participation in the learning environment

INCLUSIVE EDUCATION

It is by the quality of interactions and relationships that all students learn to understand and appreciate difference, to value diversity and learn to respond with dignity and respect to all through mutually enriching interactions.

The curriculum provides equitable access for and/or positive interactions with students from different backgrounds and with diverse needs and abilities.

Through the teaching of History students will experience opportunities to:

- display concern for the welfare, rights and dignity of all people
- recognise the challenges experienced by some individuals or groups and promoting actions that are inclusive
- develop a strong commitment to promoting equity, acknowledging diversity and establishing supportive environments
- be provided with a range of teaching strategies and pedagogy that caters for different learning styles
- build on the talents of every student
- have equitable access to learning areas, resources, and assistance with specific tasks within the History domain
5. GENERAL CAPABILITIES

General capabilities encompass skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens.

Throughout their schooling students develop and use these capabilities in their learning across the curriculum, in co-curricular programs and in their lives outside school.

**LITERACY**

Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading, viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.

Literacy involves students engaging with the language and literacy demands of each learning area.

As they become literate students learn to:

- interpret, analyse, evaluate, respond to and construct increasingly complex texts (Comprehension and composition)
- understand, use, write and produce different types of text (Texts)
- manage and produce grammatical patterns and structures in texts (Grammar)
- make appropriate word selections and decode and comprehend new (basic, specialised and technical) vocabulary (Vocabulary)
- use and produce a range of visual materials to learn and demonstrate learning (Visual information)

**NUMERACY**

Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful.

As they become numerate, students develop and use Historical Inquiry skills related to:

- Calculation and number
- Patterns and relationships
- Proportional reasoning
- Spatial reasoning
- Statistical literacy
- Measurement
INFORMATION AND COMMUNICATION TECHNOLOGY

Students develop ICT competence when they learn to:

- Investigate with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems
- Create with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks
- Communicate with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology)
- Operate ICT: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed
- Apply appropriate social and ethical protocols and practices to operate and manage ICT.

CRITICAL AND CREATIVE THINKING

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation.

As they develop critical and creative thinking students learn to:

- pose insightful and purposeful questions
- apply logic and strategies to uncover meaning and make reasoned judgments
- think beyond the immediate situation to consider the 'big picture' before focusing on the detail
- suspend judgment about a situation to consider alternative pathways
- reflect on thinking, actions and processes
- generate and develop ideas and possibilities
- analyse information logically and make reasoned judgments
- evaluate ideas and create solutions and draw conclusions
- assess the feasibility, possible risks and benefits in the implementation of their ideas
- transfer their knowledge to new situations
ETHICAL BEHAVIOUR

Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

As they develop ethical behaviour students learn to:

- recognise that everyday life involves consideration of competing values, rights, interests and social norms
- identify and investigate moral dimensions in issues
- develop an increasingly complex understanding of ethical concepts, the status of moral knowledge and accepted values and ethical principles
- explore questions such as:
  - What is the meaning of right and wrong and can I be sure that I am right?
  - Why should I act morally?
  - Is it ever morally justifiable to lie?
  - What role should intuition, reason, emotion, duty or self-interest have in ethical decision making?

PERSONAL AND SOCIAL COMPETENCE

Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

As they develop personal and social competence students learn to:

- recognise and understand their own emotions, values and strengths, have a realistic assessment of their own abilities and a well-grounded sense of self-esteem and self-confidence (Self-awareness)
- manage their emotions and behaviour, persevere in overcoming obstacles, set personal and academic goals, develop self-discipline, resilience, adaptability and initiative (Self-management)
- perceive and understand other people’s emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)
- form positive relationships, manage and influence the emotions and moods of others, cooperate and communicate effectively with others, work in teams, build leadership skills,
make decisions, resolve conflict and resist inappropriate social pressure (Social Management).

**INTERCULTURAL UNDERSTANDING**

Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people.

As they develop intercultural understanding students learn to:

- identify increasingly sophisticated characteristics of their own cultures and the cultures of others
- recognise that their own and others’ behaviours, attitudes and values are influenced by their languages and cultures
- consider what it might be like to ‘walk in another’s shoes’
- compare the experiences of others with their own, looking for commonalities and differences between their lives and seeking to understand these
- reflect on how intercultural encounters have affected their thoughts, feelings and actions
- accept that there are different ways of seeing the world and live with that diversity
- stand between cultures to facilitate understanding
- take responsibility for developing and improving relationships between people from different cultures in Australia and in the wider world
- contribute to and benefit from reconciliation between Indigenous and non-Indigenous Australians.
6. SEQUENCE AND SCOPE

Australian Curriculum: History

This link will lead to the Australian Curriculum Website.

Cairns Diocese Sequence and Scope of Developed Units: History

History Content Description Checklist

History Units of Work

These links will lead to the History documents available in the Curriculum Sharing space of the CES staff portal.

See appendix for more information
YEARS 7–10 SEQUENCE AND SCOPE

It is proposed that the history curriculum should follow a sequence:

- History from the time of the earliest human communities to the end of the Ancient period (c. 60,000 BC–c. 500 AD)
- History from the end of the Ancient period to the beginning of the Modern period (c. 500–1750)
- The Modern World and Australia (1750–1901)
- Australia in the Modern World (1901–present)

Year 7: History from the time of the earliest human communities to the end of the Ancient period (c. 60,000 BC–c. 500 AD)

This period of human history establishes the defining characteristics of civilisations. It encompasses transitions in human society from mobile hunter-gathering to agriculture and the growth of cities. It is in this period that the first identifiable individuals emerge from the historical record. This period also provides an opportunity to trace the movement of peoples across the world and to investigate the early peopling of Australia. The origins of many modern Australian institutions and practices can be traced back to the legacy of ancient civilisations, particularly Greece and Rome.

Themes to be explored in the development of depth studies include:

- movement of peoples;
- human transformation of the environment;
- characteristics of civilisations — early forms of government, religion, society and culture;
- rise and fall of large empires;
- heritage; and,
- nature of history, role and methodologies of the historian.

This unit will provide an overview of the period along with depth studies which might include: human migration out of Africa, the early peopling of Australia, Ancient Japan and Ancient Greece.

Year 8: History from the end of the Ancient period to the beginning of the Modern period (c. 500–1750)

This span of human history was marked by significant change and continuity in major world civilisations; it was the period when the modern world began to take shape, through expanding horizons and increasing differentiation of societies. Through an investigation of civilisations, world exploration and events students develop an understanding of their significance for modern times.

Themes to be explored in the development of depth studies include:

- relationships between religion, rulers and people;
- social structure;
- health and disease;
- scientific and technological change;
- impact of beliefs and values;
- cultural contact and conflict; and,
• exploration and imperialism.

This unit will provide an overview of the period along with depth studies which might include: life in Medieval Europe, the Crusades, Marco Polo, Elizabeth I, the Aztecs, the scientific revolution in Europe compared with technological advances in China and the extension of European empires.

**Year 9: The Modern World and Australia (1750–1901)**

The transformation of the ‘Old World’ and the creation of ‘New World’ settler societies such as Australia define this era. The time period provides an opportunity for students to gain an understanding of Asian-European relations including the European discovery and settlement of Australia and the responses of Indigenous peoples. Students will gain an appreciation of the consequences, intended and unintended, that arose from the various actions that occurred.

Themes to be explored in the development of depth studies include:

• forced and voluntary movement of people;
• Indigenous-settler relations;
• early impact of industrialization;
• social, economic, political and cultural development;
• revolution and reform; and,
• nationalism and federation.

This unit will provide an overview of the period along with depth studies which might include: the slave trade, the impact of industrialisation, European settlement of Australia and the American Civil War.

Through direct and comparative study, Australian history will occupy approximately 40 per cent of this unit.

**Year 10: Australia in the Modern World (1901–present)**

The twentieth century was an important period in Australia’s social, economic, political and cultural development. The transformation of the modern world through conflict and cooperation provides a necessary context for understanding Australia’s development and Australia’s place within the Asia-Pacific region. Of particular significance is the increasing recognition of the rights of Australia’s Indigenous peoples and the search for reconciliation.

Themes to be explored in the development of depth studies include:

• global conflict and collective peace;
• migration and nation building;
• mass communication and popular culture;
• dictatorship and democracy;
• rights and freedoms;
• decolonisation and globalization; and,
• active citizenship.
This unit will provide an overview of the period along with depth studies which might include: Australia’s involvement in World War I, post-war migration to Australia, the civil rights movement in the United States or apartheid in South Africa compared with Indigenous rights in Australia, the Cold War and the fall of the Berlin Wall, the influence of globalised American culture on Australia and elsewhere, decolonisation of the Asia-Pacific and the growth of environmentalism.

Through direct and comparative study, Australian history will occupy approximately 60 per cent of this unit.
7. LEARNING AND TEACHING

**Philosophy:** The pedagogy that underpins the teaching of History involves an inquiry-based model of teaching. The skills of historical inquiry are developed through teacher-directed and student-centered learning, enabling students to pose and investigate questions with increasing initiative, self-direction and expertise. In the teaching of history there should not be an artificial separation of content and process, or a focus on historical method at the expense of historical knowledge. In Years 7–10 there is a particular emphasis on the use of overviews and depth studies, which draw on a range of historical contexts.

Students’ interest in and enjoyment of history is enhanced through a range of different approaches such as the use of artifacts, museums, historical sites, hands-on activities and archives. Historical narrative is used so that students experience the ‘story’ in history, and this can be extended to investigations of cause and consequence, historical significance and contestability. Connections are made where appropriate between past and present events and circumstances to make learning more meaningful for students and to help students make sense of key ideas.

At St. John’s School the staff plan with a constructivist view of learning, recognizing that students actively construct their own cognitive understandings within a social context. In response, teaching takes account of students’ views’, ideas and explanations as well as their level of cognitive development.

Throughout the History curriculum program, teachers are encouraged to provide opportunities for their students to explore and challenge their ideas, practices and behaviours.

The class teacher and/or History specialist teacher will be responsible for implementing the History curriculum.

It is imperative that students are taught effective research skills and are taught cite resources.

A range of support materials are available as identified in the Resource Section.

**Time Allocation (hours per week):**

In considering time allocation for History, possibilities may arise for integration with other Learning Areas

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<th>Prep – Year 2</th>
<th>Year 3 - Year 6</th>
<th>Year 7 - Year 10</th>
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<td>0.5 hrs.</td>
<td>1 hr.</td>
<td>1.25 hrs.</td>
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**Planning Requirements:**

When planning for History, teachers are required to complete documents as per St. John’s School agreed practice for planning and/or The Curriculum Place/History/Planning Template, Assessment
INQUIRY BASED LEARNING

Inquiry Model: TELSTAR

The Cairns Diocese has adopted the TELSTAR model as an inquiry based learning approach for delivery of the Australian Curriculum: History. The TELSTAR model supports the planning, teaching, learning and assessment process:

T - Tune in
E - Explore
L - Look
S - Sort
T - Test
A - Act
R - Reflect

Purpose and Practical resources for IBL classrooms

<table>
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<tr>
<th>TELSTAR phases and teaching/learning activities</th>
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<tr>
<td><strong>TUNE IN</strong></td>
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<tr>
<td>The purpose of the ‘tune in’ activities is to:</td>
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<tr>
<td>• engage students in the topic generally (or the BIG question) if this has been pre-determined</td>
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<tr>
<td>• provide a relaxed and less structured context in which students can consider what they think they know, what their questions are and what their attitudes are in relation to the topic.</td>
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Teaching and Learning Activities:

• Graffiti page/wall
• Hot seat
• My perfect match
• Double circles
• Word associations
• Random input
• Letter from the outside world
• Tuning in with literature or media
• Mystery box
• Puzzle it out
• Stop & drop
• Artifacts on display
• Hypothetical reasoning
• Teaching approach: Independent investigation with student choice of topic/issue/phenomenon
• Bingo tune in
### Explore

The purpose of the ‘explore’ activities is to:

- find out more specifically what students think they know, their questions and their attitudes in relation to the topic or BIG question (or targeted content descriptions for older students).
- make explicit for students themselves what they think they know, their questions and their attitudes in relation to the topic.
- create, refine or confirm a BIG question for investigation and the sub-questions (balancing the needs of the required curriculum with student interests and achievements).
- make explicit for students what they need to know and be able to do as a result of the investigation.

**Teaching and Learning Activities:**

- Silent QuAK
- Take a stand and justify
- Teaching approach: Creating the BIG question and the sub-questions
- Frame questions for intellectual rigour
- Creating hypotheses

### Look

The purpose of the ‘look’ activities is to:

- support students to look for information which addresses the BIG question and the sub-questions.

**Teaching and Learning Activities:**

- Evaluating web-based information
- Teaching approach: Using Web 2.0 in the classroom
- Learning from stimulus material
- CoRTing our guest
- Learning from the real world
- Finding our voices

### Sort

The purpose of the ‘sort’ activities is to:

- analyse information gathered so that the BIG question and the sub-questions can be answered.
- make sense of information through establishing themes, patterns or ideas.

**Teaching and Learning Activities:**

- Retrieval chart
- Themes from wordle
- Diamond ranking
- Cause and effect wheels
- Human bar graphing
- The last word
- World cafe
- Silent card shuffle
**Test**

The purpose of the ‘test’ activities is to:

- support students to test the information collected against the BIG question. Students and teachers work together to consider whether students have gathered sufficient and relevant information to develop deep knowledge, understandings of the relevant concepts, as well as appropriate skills.
- support students to test their knowledge, understandings and ways of working generally against the specific questions they set out to investigate or to ‘test’ the extent to which their responses to the specific assessment task/s fulfill the requirements.

**Teaching and Learning Activities:**
- Think–pair–share–square
- Walk and talk
- Self-assessment
- Self- and peer assessment

**Act**

The purpose of ‘act’ activities is to:

- support students to take action as a result of their learning to consolidate that learning.
- support students to take action to improve their own or others’ circumstances.

**Teaching and Learning Activities:**
- Postcard for action
- Teaching approach: Use of e-Portfolios

**Reflect**

The purpose of the ‘reflect’ activities is to support students to think deeply and constructively in relation to:

- what they have learnt.
- how they have learnt throughout the investigation
- what and how they need to learn to improve their achievement in the future.

**Teaching and Learning Activities:**
- Sentence strips
- PMI
- Take a SWOT
- Teaching approach: Using strategies in many phases of TELSTAR
- So what?
- A TELSTAR reflection
- Teaching approach: Create your own reflection strategies
- Reflecting and planning action: Action at the traffic lights
- X marks the spot
- 3–2–1
- Six thinking hats
- Evaluating teaching/learning activities
- Reflect through your own road map

8. RESOURCES

Posters

A time to remember
We Remember
Timeline of Australia
Australian History Pictures: Women, Communications
Colonial
Celebrations

Big Books

Why are they marching daddy?
Australians All
Titanic
Pila Wuk – When I was young
The ANZACs
I’m an Australian

Teacher Resource Room

Books can be found on the following subjects:

Ancient Egypt
ANZAC day
Remembrance Day
Gallipoli
Government/Parliament
Federation
Celebrations
Gold rush
Famous People
Citizenship
Pioneers
Bushrangers
Convict
Expansion
Discovery
Aborigines

School Library

Books can be found under the following subject headings:
History 900
Chronology 900
Encyclopaedias 900
Historical Fiction 808
Humour 900
Historical Maps 900
Biblical Events 220
Ancient History 930
Local History 994
Modern History 909
Natural History 508
World History 909

DIGITAL RESOURCES

Please be aware of Web 2.0 Ethical Practices and Terms of Agreement when accessing/using all digital resources.

http://www.sitehoover.com/iwb-history/


Timetoast: http://www.timetoast.com/


Years 3-6

Year 3 Community and Remembrance

Anzac Day

Australian War Memorial  www.awm.gov.au


Australia Day

http://www.australiaday.org.au

Symbols of Australia

Scootle: “Symbols of Australia” [Search in scuttle using this phrase]. This is a unit designed for Years 5/6 English but it has many good features that could be used in Year 3 history.

**Aboriginal and Torres Strait Islander Material** (This is mean to have a local focus in Year 3)


**Year 4 First Contacts**

Indigenous Language Map:  [http://www.abc.net.au/indigenous/map/default.htm](http://www.abc.net.au/indigenous/map/default.htm)


Scootle:  Mystery Object: Torres Strait islander:  [http://www.scootle.edu.au/ec/login.action?redirect=aHR0cDovL3d3dy5L3d3dy5zY29vdmVkdS5hdS5lYy92aWV3aW5nL0wUZG4Lmh0bWw](http://www.scootle.edu.au/ec/login.action?redirect=aHR0cDovL3d3dy5L3d3dy5zY29vdmVkdS5hdS5lYy92aWV3aW5nL0wUZG4Lmh0bWw)


Scootle unit:  Bound for Botany Bay  
[http://www.scootle.edu.au/ec/login.action?redirect=aHR0cDovL3d3dy5L3d3dy5zY29vdmVkdS5hdS5lYy92aWV3aW5nL1lOMU5M59pbmRleC5odG1s](http://www.scootle.edu.au/ec/login.action?redirect=aHR0cDovL3d3dy5L3d3dy5zY29vdmVkdS5hdS5lYy92aWV3aW5nL1lOMU5M59pbmRleC5odG1s)

Scootle:  European exploration of the Pacific – 21 digital resources  

Scootle:  variety of source on ‘Captain James Cook’

Australian History Mysteries, “Who ‘discovered ‘Australia?”,  
[http://australianhistorymysteries.info/casestudies/#cs1](http://australianhistorymysteries.info/casestudies/#cs1)

aussie educator ;  


**Year 5 The Australian Colonies**

Scootle unit: Ned Kelly, http://www.scootle.edu.au/ec/login.action?redirect=aHR0cDovL3d3dy5L3d3dy5zY29vdGxLmVkdS5hS9lYy92aWV3aW5nL0w2MTg5L2luZGV4Lmh0bWw!

Outback House: http://www.abc.net.au/tv/outbackhouse/history/AUSTRALIA.htm

Australian History Mysteries: http://www.australianhistorymysteries.info/

Scootle Goldrush: http://www.scootle.edu.au/ec/login.action?redirect=aHR0cDovL3d3dy5zY29vdGxLmVkdS5hS9lYy92aWV3aW5nL0w2ODAvaW5kZXguaHRtbA!!


**Year 6 Australia as a nation**


**Year 7 The Ancient World**

Depth Study 1 Investigating the Ancient Past: http://www.livebinders.com/play/play/88761

Depth Study 2 The Mediterranean World: http://www.livebinders.com/play/play/79411

Depth Study 3 The Asian World: http://www.livebinders.com/play/play/114546

**Year 8 The Ancient to the Modern World**
Depth Study 1 The Western and Islamic World: [http://www.livebinders.com/play/play/125393](http://www.livebinders.com/play/play/125393)

Depth Study 2 the Asia-Pacific World: [http://www.livebinders.com/play/play/131837](http://www.livebinders.com/play/play/131837)

Depth Study 3 Expanding contacts: [http://www.livebinders.com/play/play/131840](http://www.livebinders.com/play/play/131840)

**Year 9 The Making of the Modern World**


Depth Study 2 Australia and Asia: [http://www.livebinders.com/play/play/208638](http://www.livebinders.com/play/play/208638)


**Year 10 the Modern World and Australia**

Depth Study 1 World War 2: [http://www.livebinders.com/play/play/257614](http://www.livebinders.com/play/play/257614)


9. ASSESSMENT AND REPORTING

ASSESSMENT

It is generally accepted that schools develop teaching plans that are consistent with the Australian curriculum framework and that teaching plans incorporate assessment as an integral component. Assessment is the process of gathering and interpreting information about student progress for a variety of purposes including:

- To direct future planning and teaching
- To inform teachers, students and parents about current understandings or misconceptions
- To identify strengths and weaknesses
- To create a ‘point in time’ snapshot of a student’s performance
- To create a record of a student’s learning
- To enable teachers to report

Assessment criteria, standards and a variety of assessment tasks are all crucial to assessing student achievement. Teachers make formal judgments about some of a student’s work against assessment criteria and standards. In an assessment task the student’s work reveals the demonstration of their learning.

Assessment criteria are the characteristics of properties by which student work is judged or appraised. These criteria should be evident in student work. It is important to identify suitable assessment criteria for making judgments about student achievement when creating Assessment Tasks. These criteria must align with the History Content Descriptions for the appropriate year level and explicit teaching experiences included in the History Unit Overview.

Planning identifies a number of learning activities that can be used to gather information about the nature and extent of student learning. As these activities form an integral part of the teaching and learning sequence, the alignment of the Assessment with the Curriculum expectations should be ensured. The Assessment Task should be recognized by the learners as being both relevant and worthwhile. The St. John’s School’s Assessment Task Sheet and Criteria Sheet are to be included with the Unit Planning.

Quality assessment criteria should

- be appropriate to the assessment task
- allow all facets of the assessment tasks to be judged
- relate back to the major assessment criteria specified for the learning area
- give meaning to the standards
- use words that are descriptive and comparative
- describe what a student can do, and not what the student cannot do
- use language that is meaningful to the student
- inform the student of what is expected in the task
A standard is a description of the quality of a criterion in a continuum from highest to lowest or lowest to highest. Standards should support the alignment of curriculum planning, assessment and reporting and help teachers to develop a common language to describe the qualities that are evident in student work.

Most assessment falls into six broad categories. They are

- short or extended response
- research response
- performance/practical response
- oral presentation
- written presentation
- other media (incorporating multi-modal)

An identified Assessment Task provides opportunities for students to demonstrate both Historical Knowledge and Understanding and the Historical Skills. Both of these components must be incorporated into the Assessment Program for it to provide a valid measure of the valued student learning. The Assessable Elements and the descriptors of quality are used to link the content descriptions and achievement standards to assist teachers to make judgments concerning student achievement.

Students will be provided with the appropriate knowledge by the teacher (e.g. Criteria Sheet/ Checklist) to develop historical knowledge and understandings and historical skills as components of the History curriculum.

At St John’s School assessment will be undertaken collaboratively; it will involve the teacher along with the student, and the opportunity for moderation between teachers from other Diocesan schools during Consistency of Teacher Judgment days annually. At a school level, it is recommended that teacher moderation should occur each term.

**Assessment occurs in a variety of ways:**

At St John’s School, teachers have agreed to use a range of quality assessment strategies that reflect the dimensions of Contemporary Learning to inform their teaching and learning practices. This may include but is not limited to:

<table>
<thead>
<tr>
<th>Digital Representation</th>
<th>Gradual Release Model</th>
<th>Gross Motor Skills</th>
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<tr>
<td>Self-Diagnosis/Assessment</td>
<td>Games Sense</td>
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<td>Multi Modal Presentations</td>
<td>Participation</td>
<td>Debrief/ Reflective Session</td>
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<tr>
<td>• Podcasting/Vodcasting</td>
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<td>• PowerPoint/Weebly</td>
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<td>• Digital Display (photos)</td>
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<td>• Movie Making</td>
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<td>Checklist</td>
<td>Inquiry and Problem Solving</td>
<td>Journals</td>
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<tr>
<td>• Student Plans</td>
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<tr>
<td>• Verbal</td>
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<tr>
<td>Anecdotal Note taking</td>
<td>Oral Assessment</td>
<td>Quizzes/Crosswords</td>
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<td>Observations</td>
<td>Data Analysis e.g. Graphs</td>
<td>Demonstrations</td>
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<tr>
<td>Peer Assessment</td>
<td>Research Presentation</td>
<td>Performance</td>
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<tr>
<td>Written Test</td>
<td>Fine Motor Skills</td>
<td>Design</td>
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</tbody>
</table>
Assessment needs to occur on a continuing basis during the teaching of History and will involve:

**Assessment for Learning** – the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there (Assessment Reform Group 2002).

**Assessment as Learning** – a process which enables students to monitor and reflection their own learning, providing them with direction to fulfil their future learning goals.

**Assessment of Learning** – the process of seeking evidence of student learning and making a comparison of this evidence against a set of achievement standards for this learning area and for the purpose of reporting to parents.

**How and When We Use Assessment Strategies**

There are three types of assessment, each distinguished by the types of questions it answers. With exception of very simple diagnostic tools, the same contexts, methods and tools can be used to collect data for each of the three types of assessment: diagnostic, formative and summative.

**Diagnostic Assessment**

Diagnostic assessment occurs at the beginning of the teaching/learning cycle. This type of assessment will provide the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught.

**Formative Assessment**

Formative assessment is an ongoing collection of information that occurs throughout the day/unit/term that enables teachers to track, support and guide students' continuous progress and improvement towards achievement of the expectations. It is this ongoing assessment that determines what the student knows and is able to do and can apply, and points to the next steps for teaching and learning.

**Summative Assessment**

Summative assessment occurs at the end of a period of learning and provides students with opportunities to demonstrate their achievement of the important/enduring learning addressed during that period of time. It is used in combination with data from formative assessment.
REPORTING

The information provided in reports should be constructive and should encourage parents and students to reflect on the progress and areas of strength and weakness, encouraging students to set future goals for their learning. Teachers are encouraged to communicate frequently through a formal and/or informal basis with parents and students identifying concerns and areas requiring praise in relation to the student’s achievements. If teachers have serious concerns about a student’s progress, they should arrange a formal meeting with parents to discuss their concerns. Teachers are encouraged to discuss with the student, parents and the Learning Support teacher the progress of gifted and talented students and how these students might be extended. Teachers should ensure that parents are kept up to date with levels of student achievement.

Reporting communicates information that has been obtained from a variety of assessment processes and involves a professional judgement on behalf of the teacher. Teachers maintain an assessment schedule in their term program to highlight the timing of significant assessment tasks.

Teacher professional judgement is fundamental to assessment and reporting processes, decisions should be based on explicit criteria using a range of evidence to determine achievement level.

Materials and processes to support the consistency of teacher judgements between schools can be developed through:

- Shared understandings
- Criteria sheets
- Common planning and assessment tasks
- Examination of students portfolios
- Moderation process (formal & informal)

Assessment task sheets provide a detailed summary of the assessment task. Criteria Sheets accompany all task Assessment Sheets.

WRITTEN AND ORAL REPORTS

Reporting the progress of students to parents occurs on a formal basis in the following ways:

On-Track reporting software is utilised by St John’s to formally report on student achievement in terms 2 and 4. In addition 3-way conferences are used to provide feedback to parents and students in terms 1 and 3. These processes are supplemented by informal feedback to parents on an as needs basis.

Reporting in History from Prep to Year 10 will follow the schools existing reporting format. Reporting requires teachers to make judgements of standards based on a five point scale of A – E with A being the highest level of achievement and E being the lowest level of achievement. History Specialists/Classroom teachers formally report on student achievement at the end of Semester 1 and at the end of Semester 2.
The overall achievement in History is based on the following strands;

- Historical knowledge and understandings
- Historical skills

The information provided in these reports should be constructive and should encourage parents and students to reflect on progress and areas of strength and weakness, and encourage students to set future goals for their learning.

Teachers are encouraged to communicate frequently on an informal basis with parents about concerns or to praise student achievements. This may be done through notes on homework, class notes, awards, informal discussions etc.

If teachers have serious concerns about a student’s progress, they should arrange a formal meeting with parents to discuss their concerns. They should also discuss these concerns with Learning Support staff. Teachers are also encouraged to discuss with parents, Learning Support Staff and peers, the progress of gifted students and how these students might be extended.
10. EVALUATION

Evaluation occurs in three ways:

- Evaluation of planning by the teacher/learning area coordinator
- Evaluation of learning and teaching strategies/resources etc
- Evaluation of the school curriculum document to ensure it reflects current understandings and practices.

Evaluation is the process of making judgements about the effectiveness of curriculum documents, teaching programs, procedures and resources. Evaluation is an inherent part of our professional lives as teachers and as a school.

EVALUATION OF PLANNING BY THE TEACHER/LEARNING AREA COORDINATOR

At St John’s School the ultimate stage of evaluation is the integration of the evaluation information into a modified and improved program that will lead to:

- more appropriate teaching strategies;
- more effective assessment/evaluation;
- more efficient and effective use of resources.

The process of school-level evaluation highlights the need for reflection and provides opportunities for:

- identifying areas of need;
- addressing the professional growth of teachers;
- recognising school/system achievements.

The evaluation of a particular area of the school’s operation will provide a starting point for a cycle of future action.

EVALUATION OF LEARNING AND TEACHING STRATEGIES/RESOURCES ETC

At St. John’s School the ultimate stage of evaluation is the integration of the evaluation information into a modified and improved program that will lead to:

- more appropriate teaching strategies;
- more effective assessment/evaluation;
- more efficient and effective use of resources.
EVALUATION OF THE SCHOOL CURRICULUM DOCUMENT TO ENSURE IT REFLECTS CURRENT UNDERSTANDINGS AND PRACTICES

This document will be reviewed October 2014 in consultation with CES Curriculum Team, School Leadership and representatives from the Curriculum Support Teachers and History teachers within the Diocese.
<table>
<thead>
<tr>
<th>HISTORICAL CONCEPTS</th>
<th>CONTENT DESCRIPTIONS</th>
<th>ASSESSMENT (A)</th>
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<td>Evidence</td>
<td>Historical Knowledge and Understanding</td>
<td>Achievement Standard</td>
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<td>Continuity and Change</td>
<td>Historical Skills</td>
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<td>Cause and effect</td>
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<td>Perspective</td>
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<td>Empathy</td>
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<td>Significance</td>
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<td>Contestability</td>
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<th>LINKS TO OTHER LA’S</th>
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<tr>
<td>Community Contributor</td>
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<tr>
<td>Leader and Collaborator</td>
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<tr>
<td>Effective Communicator</td>
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<tr>
<td>Active Investigator</td>
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<td>Designer and Creator</td>
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<td>Quality Producer</td>
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Diocese of Cairns, Catholic Education Services
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<tr>
<th><strong>CROSS CURRICULA PRIORITIES</strong></th>
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<tr>
<td><strong>Catholic Ethos</strong></td>
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| The overarching purpose of Catholic schools of the past, as well as the future, is to bring the Good News of Jesus to all who hear it. In the midst of a world of educational, social and economic change the focus on the holistic growth of the individual remains the surest way catholic school can prepare students for the uncertainties of the future.  
*Defining Features, Diocese of Cairns* | Active engagement of inclusive curriculum practices which reflect Aboriginal and Torres Strait Islander perspectives, knowledge, histories, cultures and spirituality. A genuine commitment to Reconciliation, guided by principles of personal dignity, social justice and equity, which reflects the Gospel message and the mission of the Church. | This perspective requires students to develop skills, knowledge and understandings related to Asia and Australia’s engagement with Asia.  
The curriculum provides opportunities to know, understand and be able to:  
Understand ‘Asia’  
Develop informed attitudes and values  
Know about contemporary and traditional Asia  
Connect Australia and Asia  
Communicate effectively with people of the Asian region both within and outside Australia confidently |
| The curriculum provides opportunities for young people to connect their curriculum experiences to a living Christian faith. | The curriculum provides opportunities to value and respect: traditional knowledge and practices culture and natural heritage spirituality and to critically examine and/or challenge: social constructs prejudice and racism | |
| **Sustainability Education** | **Social Emotional Learning** | **Inclusive Education** |
| Access to current information about environmental issues and promotion of a reflective and responsive attitude towards stewardship of the gifts of creation.  
The curriculum provides opportunities to reflect upon:  
the gift of creation  
an attitude of responsible stewardship  
and to critically examine and/or challenge: the impact of human interaction with the natural, built and social environment current environmental issues | Social and emotional competencies are integral to academic and work success and are the basis of resilience, relational quality and social capital.  
The curriculum provides opportunities to develop: Self-Awareness Social Awareness Responsible Decision Making Self-Management Relationship Management | It is by the quality of interactions and relationships that all students learn to understand and appreciate difference, to value diversity and learn to respond with dignity and respect to all through mutually enriching interactions.  
The curriculum provides equitable access for and/or positive interactions with students from different backgrounds and with diverse needs and abilities. |
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<tr>
<th><strong>GENERAL CAPABILITIES</strong></th>
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<tr>
<td><strong>Literacy</strong></td>
<td><strong>Numeracy</strong></td>
<td><strong>Information and Communication Technology</strong></td>
<td><strong>Critical and Creative Thinking</strong></td>
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<tr>
<td>Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading, viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas. Literacy involves students engaging with the language and literacy demands of each learning area. As they become literate students learn to:</td>
<td>Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful. As they become numerate, students develop and use mathematical skills related to:</td>
<td>Students develop ICT competence when they learn to:</td>
<td>Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation. As they develop critical and creative thinking students learn to:</td>
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<tr>
<td>• interpret, analyse, evaluate, respond to and construct increasingly complex texts (Comprehension and composition) • understand, use, write and produce different types of text (Texts) • manage and produce grammatical patterns and structures in texts (Grammar) • make appropriate word selections and decode and comprehend new (basic, specialised and technical) vocabulary (Vocabulary) • use and produce a range of visual materials to learn and demonstrate learning (Visual information)</td>
<td>• Calculation and number • Patterns and relationships • Proportional reasoning • Spatial reasoning • Statistical literacy • Measurement.</td>
<td>• Investigate with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems • Create with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks • Communicate with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology) • Operate ICT: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed • Apply appropriate social and ethical protocols and practices to operate and manage ICT.</td>
<td>• pose insightful and purposeful questions • apply logic and strategies to uncover meaning and make reasoned judgments • think beyond the immediate situation to consider the ‘big picture’ before focusing on the detail • suspend judgment about a situation to consider alternative pathways • reflect on thinking, actions and processes • generate and develop ideas and possibilities • analyse information logically and make reasoned judgments • evaluate ideas and create solutions and draw conclusions • assess the feasibility, possible risks and benefits in the implementation of their ideas • transfer their knowledge to new situations</td>
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<td>Ethical Behaviour</td>
<td>Personal and Social Competence</td>
<td>Intercultural Understanding</td>
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<td>Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.</td>
<td>Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.</td>
<td>Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people.</td>
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As they develop ethical behaviour students learn to:
- recognise that everyday life involves consideration of competing values, rights, interests and social norms
- identify and investigate moral dimensions in issues
- develop an increasingly complex understanding of ethical concepts, the status of moral knowledge and accepted values and ethical principles
- explore questions such as:
  - What is the meaning of right and wrong and can I be sure that I am right?
  - Why should I act morally?
  - Is it ever morally justifiable to lie?
  - What role should intuition, reason, emotion, duty or self-interest have in ethical decision making?

As they develop personal and social competence students learn to:
- recognise and understand their own emotions, values and strengths, have a realistic assessment of their own abilities and a well-grounded sense of self-esteem and self-confidence (Self-awareness)
- manage their emotions and behaviour, persevere in overcoming obstacles, set personal and academic goals, develop self-discipline, resilience, adaptability and initiative (Self-management)
- perceive and understand other people's emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)
- form positive relationships, manage and influence the emotions and moods of others, cooperate and communicate effectively with others, work in teams, build leadership skills, make decisions, resolve conflict and resist inappropriate social pressure (Social management).
<table>
<thead>
<tr>
<th>WEEK</th>
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<tr>
<th>GENERAL CAPABILITIES</th>
<th>CROSS CURRICULAR PRIORITIES</th>
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<td><img src="image1" alt="Image" /></td>
<td><img src="image2" alt="Image" /></td>
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**Tuning In** ➔ **Exploring** ➔ **Looking** ➔ **Sorting** ➔ **Testing** ➔ **Acting** ➔ **Reflecting**

### TUNING IN

<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resources:</td>
</tr>
<tr>
<td>Teacher Resources:</td>
</tr>
</tbody>
</table>

### HISTORICAL LANGUAGE

### REFLECTION
<table>
<thead>
<tr>
<th>WEEK</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<table>
<thead>
<tr>
<th>GENERAL CAPABILITIES</th>
<th>CROSS CURRICULAR PRIORITIES</th>
</tr>
</thead>
<tbody>
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<table>
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</tr>
</thead>
</table>

**EXPLORING**

**RESOURCES**

- Student Resources:
- Teacher Resources:
- ASSESSMENT OPPORTUNITIES

**HISTORICAL LANGUAGE**

**REFLECTION**

Diocese of Cairns, Catholic Education Services
<table>
<thead>
<tr>
<th>WEEK</th>
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**GENERAL CAPABILITIES** | **CROSS CURRICULAR PRIORITIES**

<table>
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<tr>
<th>Tuning In</th>
<th>Exploring</th>
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<th>Sorting</th>
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</tr>
</thead>
</table>

**LOOKING**

**RESOURCES**

- **Student Resources:**
- **Teacher Resources:**

**HISTORICAL LANGUAGE**

**ASSESSMENT OPPORTUNITIES**

**REFLECTION**

Diocese of Cairns, Catholic Education Services
<table>
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### GENERAL CAPABILITIES

<table>
<thead>
<tr>
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<tbody>
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<td>Tuning In →</td>
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### SORTING

<table>
<thead>
<tr>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>Student Resources:</td>
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### HISTORICAL LANGUAGE

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<tr>
<td><strong>GENERAL CAPABILITIES</strong></td>
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<td>![Image 232x473 to 244x485]</td>
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</table>

**REFLECTING**

**RESOURCES**

**Student Resources:**

**Teacher Resources:**

**ASSESSMENT OPPORTUNITIES**

**HISTORICAL LANGUAGE**

**REFLECTION**

Diocese of Cairns, Catholic Education Services
**Educational Modifications**

<table>
<thead>
<tr>
<th>CLASSROOM ACCOMMODATIONS</th>
<th>FOR WHOM</th>
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<tbody>
<tr>
<td>Seat near teacher</td>
<td></td>
</tr>
<tr>
<td>Assign student to low-distraction area</td>
<td></td>
</tr>
<tr>
<td>Seat near positive peer models</td>
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</tr>
<tr>
<td>Use support groups / cooperative learning</td>
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<tr>
<td>Use rows instead of tables</td>
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<tr>
<td>Use learning centre</td>
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<tr>
<td>Use of time-out</td>
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<tr>
<td>Stand near student when giving instruction</td>
<td></td>
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<tr>
<td>Arrange classroom for safe visibility, accessibility and movement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION OF LESSONS</th>
<th>FOR WHOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust work load, reduce assignments or give alternative assignments</td>
<td></td>
</tr>
<tr>
<td>Use visual aids with oral presentation</td>
<td></td>
</tr>
<tr>
<td>Teacher gives student outlines or study guides</td>
<td></td>
</tr>
<tr>
<td>Ensure regular lesson revisits/reviews</td>
<td></td>
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<tr>
<td>Highlight instructions (marker or highlighter tape)</td>
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<tr>
<td>Give clear behavioural objectives</td>
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<tr>
<td>Ask student to repeat instructions for clarification and understanding</td>
<td></td>
</tr>
<tr>
<td>Use high-impact game-like materials</td>
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<tr>
<td>Call on student often</td>
<td></td>
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<tr>
<td>Acknowledgment effort put forth</td>
<td></td>
</tr>
<tr>
<td>Give reminders for student to stay on task, monitor student is on</td>
<td></td>
</tr>
<tr>
<td>Use large type/font and dark ink</td>
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</tr>
<tr>
<td>Keep page format simple and visual prompts</td>
<td></td>
</tr>
<tr>
<td>Divide page into clearly marked sections</td>
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<tr>
<td>Remove distractions from paper</td>
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<tr>
<th>ALTERNATIVE EVALUATION PROCEDURES</th>
<th>FOR WHOM</th>
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<tbody>
<tr>
<td>Reduce number of items</td>
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<tr>
<td>Practice completely similar questions</td>
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<tr>
<td>Arrange for oral testing</td>
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<tr>
<td>Have support staff administer test</td>
<td></td>
</tr>
<tr>
<td>Permit student to type or use word processing</td>
<td></td>
</tr>
<tr>
<td>Adjust grading criteria based on individual</td>
<td></td>
</tr>
<tr>
<td>Adjusted grading option</td>
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### NOTE TAKING STRATEGIES

<table>
<thead>
<tr>
<th>FOR WHOM</th>
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</thead>
<tbody>
<tr>
<td>Provide student the means to record</td>
</tr>
<tr>
<td>Arrange for note taker e.g. Aide</td>
</tr>
<tr>
<td>Give student a copy of notes</td>
</tr>
<tr>
<td>Provide time for periodic review of student’s notes (written, dictated,</td>
</tr>
</tbody>
</table>

### ORGANISATIONAL STRATEGIES

<table>
<thead>
<tr>
<th>FOR WHOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use calendar to plan assignments</td>
</tr>
<tr>
<td>Use of assignment notebook or work checklist especially diary</td>
</tr>
<tr>
<td>Daily schedule</td>
</tr>
<tr>
<td>Give time top organise desk during class</td>
</tr>
<tr>
<td>AM check-in to organise for the day</td>
</tr>
<tr>
<td>Lunch-time check-in to organise for PM</td>
</tr>
<tr>
<td>PM check-out to organise for homework</td>
</tr>
<tr>
<td>Arrange a duplicate set of classroom material for use at home</td>
</tr>
<tr>
<td>Develop parent/school contract</td>
</tr>
<tr>
<td>Training in time management</td>
</tr>
<tr>
<td>Support Services</td>
</tr>
</tbody>
</table>

### SUPPORT SERVICES

<table>
<thead>
<tr>
<th>FOR WHOM</th>
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</thead>
<tbody>
<tr>
<td>Peer tutoring</td>
</tr>
<tr>
<td>Cross-age tutoring</td>
</tr>
<tr>
<td>Student buddy</td>
</tr>
<tr>
<td>Work with school officer</td>
</tr>
<tr>
<td>Meet with staff during available times</td>
</tr>
<tr>
<td>Teach student to monitor own behaviour</td>
</tr>
<tr>
<td>Implement behaviour contract/reward</td>
</tr>
<tr>
<td>Self-advocacy/communication skill training</td>
</tr>
<tr>
<td>Conflict resolution strategies</td>
</tr>
<tr>
<td>Other ____________________</td>
</tr>
</tbody>
</table>

adapted with permission from Positive Partnerships PD Facilitators Guide

Diocese of Cairns, Catholic Education Services
Assessment Task Sheet

Student Name:  
Year Level:  
Name of Task:  
Teacher:  
Learning Area/s:  

Date Commenced:  
Date Due:  

Type of Task:  
☐ Oral  
☐ Written  
☐ Other  

Task Conditions:  
☐ Individual  
☐ Pair  
☐ Group Work  
☐ In Class  
☐ Homework  
☐ Other  

Opportunity to Access:  
☐ Books  
☐ Notes  
☐ Library  
☐ Technology  

Assessed By:  
☐ Self  
☐ Peer  
☐ Teacher  

Task Description

Procedure

Resources:

Diocese of Cairns, Catholic Education Services
## CRITERIA SHEET TITLE

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>The student work demonstrates evidence of:</td>
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### Feedback

Signed:

Date: