

Senior Campus Learning Overview

Global Concept: Community

Term 1, 2024



Evelyn Scott School

Learning Overviews are emailed out to families at the beginning of each term. Learning Overviews include the Content Descriptions taken directly from the Australian Curriculum. At ESS, we work through Global Concepts as a whole school, and this is a great way to start the conversation with your children at home about what they are doing in class. In Senior Campus, the Global Concepts are organised into 10 week learning cycles beginning in Term 1 with *Community*. Contemporary learning is engaging because it taps into the learner's interests and provides provocations to explore a range of different ideas and possibilities. It is a highly structured and sophisticated learning process.

Please note: This document is intended to provide an outline to families of the direction of your child's learning this term. The list below is not exhaustive, rather it is an insight into the learning covered through our exploration of the Global Concept. Learners will address many other learning outcomes throughout the term and year via their individual projects, masterclasses and elective classes. Semester reports will reflect learner outcomes against the Achievement Standards from Version 9 of the Australian Curriculum.

Community	
Essential Questions	Australian Curriculum V9.0 Content Descriptions
Year 7 How are we connected? How do we help others connect? How can we be one connected school? Who is our Community? How does government impact communities? How do we engage with our world?	English <ul style="list-style-type: none">- Understand how language expresses and creates personal and social identities- Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts- Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas Maths <ul style="list-style-type: none">- Use mathematical modelling to solve practical problems, involving rational numbers and percentages, including financial contexts; formulate problems, choosing representations and efficient calculation strategies, using digital tools as appropriate; interpret and communicate solutions in terms of the situation, justifying choices made about the representation- Acquire data sets for discrete and continuous numerical variables and calculate the range, median, mean and mode; make and justify decisions about which measures of central tendency provide useful insights into the nature of the distribution of data Science <ul style="list-style-type: none">- Investigate how cultural perspectives and world views influence the development of scientific knowledge

	<ul style="list-style-type: none"> - Examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations <p>HASS</p> <ul style="list-style-type: none"> - The cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place - Identify perspectives, attitudes and values of the past in sources - Explain historical interpretations about significant events, individuals and groups
<p>Year 8</p> <p>How are communities made?</p> <p>How can you hold a community together?</p> <p>How does one action affect a whole community?</p> <p>How does having a strong community shape us?</p> <p>How can a community come together to solve a problem?</p> <p>How can a community create a government?</p> <p>What changes can you go through when you join a new community?</p> <p>What challenges can you face as a community and how do you overcome them?</p> <p>How do we improve communities as a whole?</p> <p>How can communities prevent poverty?</p> <p>How do communities impact or influence your identity?</p>	<p>English</p> <ul style="list-style-type: none"> - Recognise how language shapes relationships and roles - Explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors - Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion - Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts <p>Maths</p> <ul style="list-style-type: none"> - Use mathematical modelling to solve practical problems involving rational numbers and percentages, including financial contexts; formulate problems, choosing efficient calculation strategies and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, reviewing the appropriateness of the model - Investigate techniques for data collection including census, sampling, experiment and observation, and explain the practicalities and implications of obtaining data through these techniques <p>Science</p> <ul style="list-style-type: none"> - Investigate how cultural perspectives and worldviews influence the development of scientific knowledge - Examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations <p>HASS</p> <ul style="list-style-type: none"> - The spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians - Identify perspectives, attitudes and values of the past in sources - Explain historical interpretations about significant events, individuals and groups

Year 9 Why do humans live together? Are our differences an asset? What is social cohesion? What are the benefits of community? Are there disadvantages?	<p>English</p> <ul style="list-style-type: none"> - Recognise how language empowers relationships and roles - Analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors - Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts - Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts <p>Maths</p> <ul style="list-style-type: none"> - Analyse reports of surveys in digital media and elsewhere for information on how data was obtained to estimate population means and medians - Analyse how different sampling methods can affect the results of surveys and how choice of representation can be used to support a particular point of view <p>Science</p> <ul style="list-style-type: none"> - Examine how the values and needs of society influence the focus of scientific research - Analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society <p>HASS</p> <ul style="list-style-type: none"> - Compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values - Analyse different and contested historical interpretations - The influence of a range of media, including social media, in shaping identity and attitudes to diversity
Year 10 What is social cohesion? Are “community” and “society” the same thing? Why do we need community? What does community	<p>English</p> <ul style="list-style-type: none"> - Interact with others, and listen to and create spoken and multimodal texts including literary texts. - Analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. - Analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts. <p>Maths</p> <ul style="list-style-type: none"> - Recognise the effect of approximations of real numbers in repeated calculations. - Plan and conduct statistical investigations involving bivariate data. - Represent the distribution of data involving 2 variables, using tables and scatter plots, and comment on possible associations.

mean to you?

Science

- Analyse the key factors that influence interaction between science and society.
- Analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies.

HASS

- Explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.
- Develop and modify a range of questions about the past to inform historical inquiry.