



**'MY COMMUNITY'**


**DURATION: 10 WEEKS**


Learning Area	Content Descriptors explicitly addressed	Achievement Standards addressed
History	The significance today of an historical site of cultural or spiritual importance The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past The significance today of an historical site of cultural or spiritual importance Identify the content features of primary sources when describing the significance of people, places or events	By the end of Level 2, students explain aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe personal and family life, a person, site or event of significance in the local community. Students sequence events in order, using a range of terms relating to time. They use sources (physical, visual, oral) including the perspectives of others (parents, grandparents) to describe changes to daily life and the significance of people, places or events. They compare objects from the past and present. Students create a narrative about the past using terms and a range of sources.
Geography	Connections of people in Australia to other places in Australia and across the world Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places Identify how people are connected to different places	By the end of Level 2, students define place and identify and describe features of places and changes in these, at a local scale. They identify how people are connected to different places and explain the value of places to people. They describe different ways that places can be cared for.
Intercultural Capabilities	Identify what is familiar and what is different in the ways culturally diverse individuals and families live Imagine and explain what their responses might be if they were placed in a different cultural situation or setting Describe their experiences of intercultural encounters in which they have been involved Identify and discuss cultural diversity in the school and/or community	By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community. Students explain how they might respond in different cultural situations.

<p><b>Unit Overview:</b> This history unit focuses on the significant historical aspects of the Eaglehawk and Bendigo community. The students will investigate the importance of significant places in their community and understand how and why people are connected to these places. Students will then begin to wonder about what other communities around Australia and other parts of the world might be like. They will imagine what it may be like placed in another community and explain their thoughts.</p> <p><b>Key Inquiry Question/s:</b></p> <ul style="list-style-type: none"> <li>- What did my community look like in the past?</li> <li>- What does my community look like now?</li> <li>- What can I do for my community in the future?</li> </ul>		<p>How will you assess students' progress toward the achievement of the standards?</p>
<p><b>Pre-assessment:</b></p> <ul style="list-style-type: none"> <li>- My Community Mind Map</li> <li>- Questioning</li> </ul>	<p><b>Ongoing formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Questioning</li> </ul>	
<p><b>Summative assessment: (linked to Literacy)</b></p> <ul style="list-style-type: none"> <li>- Information Report</li> <li>- Presentation of Information Report.</li> </ul>		
<p><b>Special events/dates and experiences:</b></p>	<p>Mr Morton reading Mulga Bill</p> <ul style="list-style-type: none"> <li>- Visiting professions</li> </ul> <p>Anzac day Thursday 25th April. Mothers day-Sunday 12th May King's birthday-Mon 10th June</p>	
<p><b>English text-type:</b></p>	<p><b>Recount, information report, Narrative</b></p>	
<p><b>Topic Specific Vocabulary:</b></p>	<ul style="list-style-type: none"> <li>• Refer to spelling planner</li> </ul>	

Tune In	Target Teach	Try Out	Tune Up	Take Off	Tie Together
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Week	Learning Intention & Success Criteria/Activity	Assessment
<p><b>Week 1</b> Recount</p>	<p><b>Learning intention:</b> We are learning to understand the meaning of community. <b>Success Criteria:</b> I can explain what a community is and think about my own community. <b>Activity/Task1.</b> Write the word 'Community' on large pad paper. Students turn and talk about their ideas of what this means. Share ideas and add to the brainstorm.</p> <ul style="list-style-type: none"> <li>- View the 'Place I belong' PowerPoint (Google Docs). Slides 1-9. Complete the My house activity sheet.(in google drive) Students need to draw their house, who lives in their house, their favourite room and their home address. (this task may take more than one session.)</li> </ul> <p><b>Activity/Task 2.</b> Discuss the meaning of community: 'A group of people living in the same area and sharing the same values.'  <ul style="list-style-type: none"> <li>- Discuss some places within the community such as places to eat, shop, visit for fun, essential services and students houses.</li> <li>-</li> </ul> <b>Word wall</b> - community, belonging, sharing, values</p> <p>Activity/Task 3: Use the places we belong PP slides 1-4- to teach the scale of the world, country city suburb we live in. Explore google Earth to explore where we are on the planet.</p>	
<p><b>Week 2</b></p>	<p><b>Learning intention:</b> Looking at the community in the past (Dja Dja Wurrung) <b>Success Criteria:</b> I can describe who lived here before.</p>	

	<p>I can explain a moral to a story.</p> <p><b>Activity/Task1.</b>  <a href="https://www.youtube.com/watch?v=T_4sM72nWNI">https://www.youtube.com/watch?v=T_4sM72nWNI</a> Use the link to tune students into the first people of our land.</p> <p>Show students the map of Australia showing the aboriginal tribes. Do not tell them what it represents. Ask them what they think the map shows? Turn and talk?</p> <p>Look at a blank map of Australia. What is the name of our Country? How many states do we have? What is a state? Label a large map of Australia as students offer their ideas.</p> <p>Students then fill in their own map of Australia to fill in.</p> <p><b>Activity/Task 2.</b>  From the slide show  <a href="https://docs.google.com/presentation/d/1osP3v5wsbJCff4Wt3T1RknJaPHtKwWh0/edit#slide=id.p10">https://docs.google.com/presentation/d/1osP3v5wsbJCff4Wt3T1RknJaPHtKwWh0/edit#slide=id.p10</a> read from #4 - #8. Ask students do they know the name of the community that lived in this region? show students the map of the victorian clans. Highlight where our local clan exists on the map.</p> <p><a href="https://www.youtube.com/watch?v=YRewHIsN04s">https://www.youtube.com/watch?v=YRewHIsN04s</a> Watch Bunjil and Wah (crow) Discuss how Bunjil is our clans totem.</p> <p>students to create their own Bunjil totem. Activity in Drive</p> <p><b>Word wall</b> - past, continuity, change, then, now, history</p>	
<p><b>Week 3</b></p>	<p><b>Learning intention:</b> We are learning to compare and contrast our community then and now.  <b>Success Criteria:</b> I can explain some differences between my community then and my community now.</p> <p><b>Activity/Task 1.</b></p> <p><b>Use the powerpoint - places we belong - slides 7, 8, 9. Discuss the slides. Highlight the suburb we go to school in. What belongs in our suburb? What community places?</b></p> <p>Students complete the 'My Community Mind Map' by either writing full sentences, key words or draw pictures according to ability.</p> <p><b>Activity/Task 2.</b></p> <p>How has the Eaglehawk community changed over the last few years? How is it different from when Miss. Bulluss, Mr. Price, Mrs. Grant and Miss Marsh went to school. Teachers can tell students about how school was different.</p> <ul style="list-style-type: none"> <li>- Invite Mr. Morton in to discuss how Eaglehawk North primary school has changed over the years? Can he bring anything in to share with the students? (Look at booking the hall - for Mr. Morton's chat).</li> </ul> <p><b>Learning intention:</b> Looking at the community in the past (Dja Dja Wurrung)  <b>Success Criteria:</b> I can describe what sustainability is.  I can make a list of ways we can be sustainable</p> <p><b>Activity/Task:</b>  From the previous lessons slideshow read slide #14 - # 17. Then students complete a sorting activity, Sustainability sorting game.</p> <p><b>Word wall</b> - sustainability, sources, preservation</p>	<p>Sustainability sorting activity</p> 
<p><b>Week 4</b></p>	<p><b>Learning intention:</b> We are learning to compare and contrast our community then and now.  <b>Success Criteria:</b> I can explain some differences between my community then and my community now.</p> <p><b>Activity/Task:</b>  Lesson One:</p> <ul style="list-style-type: none"> <li>- How has the Eaglehawk community changed over the last few years? How is it different from when Miss. Bulluss, Mr. Price, Mrs. Grant and Miss Marsh went to school. Teachers can tell students about how school was different.</li> <li>- Invite Mr. Morton in to discuss how Eaglehawk North primary school has changed over the years? Can he bring anything in to share with the students? (Look at booking the hall - for Mr. Morton's chat).</li> </ul> <p><b>Review -</b>  Discuss: How has the Eaglehawk community changed from what it was to what we know about it now?  Create a venn diagram with words or pictures (what is the same? what is different?) between what we've learnt about the past and what we know about the present.</p> <p><b>Word wall</b> - then, now, generations, time,</p>	
<p><b>Week 5</b>  Response to a place or event around the school and community.</p>	<p><b>Learning intention:</b> We are learning to understand our school community.  <b>Success Criteria:</b> I can explain roles in our school community.</p> <p><b>Activity/Task:</b>  Lesson One:  Brainstorm -  What happens in our school community? What roles are there in our school community?  View 'My Community' powerpoint page 10 and 11 (in share drive).  Use Google Earth to find school.  Watch a video a day in the life of...(Mr. Burnett, Mrs. Forrest, Liz, Kat etc)  Discuss how everyone works together to make a community?</p> <p>Lesson Two:  Review previous lesson - roles in the school community.  Make a list of the parts of the school - classrooms, playgrounds, ovals, toilets etc.  Using the list, students create their own map of the school.</p> <p><b>Word wall</b> - school, technology, people, places</p>	

<p><b>Week 6</b> Response to a place or event around the school and community.</p>	<p><b>Learning intention:</b> We are learning to understand the role of our families.  <b>Success Criteria:</b> I can name the people in my family. I know why they are important to me.  <b>Activity/Task:</b>  Lesson One:  Follow page 5, 6 and 7 of the 'My Community' powerpoint. Discuss your 'family' communities. Where do you live? What kinds of houses do you live in? What makes your family home special?  Students draw something special about their family home. Something unique to them. Share the ideas as a class.   Lesson Two:  Look at the powerpoint 'What is a family tree?'  Who else is in our family community outside the people who live in our home? (Grandparents, cousins, aunts uncles etc)  Students create a family tree showing their family community. (<i>google drive</i>)  <b>Word wall</b> - grand parents, aunts, uncles, cousins, families</p>	
<p><b>Week 7</b> Response to a place or event around the school and community.</p>	<p><b>Learning intention:</b> We are learning to understand the roles within the Eaglehawk community.  <b>Success Criteria:</b> I can name some different roles in the Eaglehawk community.  <b>Activity/Task:</b></p> <ul style="list-style-type: none"> <li>- View the 'My Eaglehawk community PowerPoint' (Google Docs)</li> <li>- Have a discussion about some of these roles (Who keeps us safe? Who helps us when we are hurt? Who helps us get food? Who helps us learn?)</li> <li>- Have students think about a time that they have needed or know someone who works in these roles.</li> <li>- Print and laminate the 'Jobs and tools matching activity' on large paper. Students work as a class to match the worker with a tool they use.</li> <li>- Alternatively, they can do this in small groups and race each other.</li> </ul> <p><b>Word wall</b> - fire fighter, nurse, teacher,</p>	
<p><b>Week 8</b> Information report of a service (ambulance, police, vet etc)</p>	<p><b>Learning intention:</b> Looking at the community in the future (what can I do for my community when I grow up)  <b>Success Criteria:</b> I can identify different occupations in my community.  <b>Activity/Task:</b></p> <ul style="list-style-type: none"> <li>- What I want to be when I'm older? Brainstorm different occupations.</li> <li>- Create a class poster with student cut outs as them dressed as their future profession.</li> <li>- 'People who help us' Powerpoint (google docs)</li> </ul> <p><b>word wall</b> - future,</p> 	
<p><b>Week 9</b> Information report of a service (ambulance, police, vet etc)</p>	<p><b>Learning intention:</b> Looking at the community in the future (what can I do for my community when I grow up)  <b>Success Criteria:</b> I can identify different occupations in my community.  <b>Activity/Task:</b></p> <ul style="list-style-type: none"> <li>- Writing and posting letters at the post office.</li> <li>- How I can make my community better BOOKLET.</li> <li>- Guest speaker from a community job (police, paramedic, doctor etc.). Showing equipment, vehicles, clothing etc.</li> </ul>	
<p><b>Week 10</b> Information report of a service (ambulance, police, vet etc)</p>	<p><b>Learning intention:</b> Looking at the community in the future (what can I do for my community when I grow up)  <b>Success Criteria:</b> I can identify different occupations in my community.  <b>Activity/Task:</b></p> <ul style="list-style-type: none"> <li>- Information report on an occupation in the community.</li> <li>- Publish and create a good copy of their information report. Typing practise (teachers to correct).</li> <li>- Create a final poster of their information report.</li> </ul> <p><b>Dress up day - come dressed as what you want to be when you grow up</b></p>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>- Information Report of a role in the community.</li> <li>- Presentation of Information Report</li> </ul>

**Attachments/Resources:** Refer to PowerPoint/resource folder

**Reflection:**