

Paying It Forward

Aligned with the Australian VIC Curriculum



Topic 6: Our ideal community

LEVEL 5

| Content descriptions | Activity | | | | |
|--|----------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| English | | | | | |
| Writing | | | | | |
| Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321) | | ✓ | ✓ | | |
| Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323) | | ✓ | ✓ | | |
| Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324) | | ✓ | ✓ | | |
| Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) | | ✓ | ✓ | | |
| Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) | | ✓ | ✓ | | |
| Reread and edit own and others' work using agreed criteria for text structures and language features (VCELY330) | ✓ | | ✓ | | |
| Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY332) | | | ✓ | | |
| Speaking and listening | | | | | |
| Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338) | | ✓ | ✓ | ✓ | |

LEVEL 6

| Content descriptions | Activity | | | | |
|--|----------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| English | | | | | |
| Writing | | | | | |
| Understand that cohesive links can be made in texts by omitting or replacing words (VCELA348) | | ✓ | ✓ | | |
| Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas(VCELA350) | | ✓ | ✓ | | |
| Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases(VCELA351) | | ✓ | ✓ | | |
| Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) | ✓ | ✓ | ✓ | | |
| Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358) | | ✓ | ✓ | | |
| Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359) | ✓ | | ✓ | | |
| Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361) | | | ✓ | | |
| Speaking and listening | | | | | |
| Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366) | | ✓ | ✓ | | |
| Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis(VCELY367) | | | | ✓ | |

LEVELS 5 and 6

| Content descriptions | Activity | | | | |
|---|----------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Health and Physical Education | | | | | |
| Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) | ✓ | ✓ | ✓ | ✓ | |

General Capabilities

LEVELS 5 and 6

| Content descriptions | Activity | | | | |
|--|----------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Social Awareness and Management | | | | | |
| Collaboration | | | | | |
| Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles (VCPSCSO032) | | | | | ✓ |