

MAPPING MELBOURNE



The 'Mapping Melbourne' learning experience addresses the following Level 3 & 4 Victorian Essential Learning Standards:

Strand	Domain	Dimension	Key Elements of Standards Students...
Physical, Personal & Social Learning	Interpersonal Development	Building social relationships	Level 3: <ul style="list-style-type: none"> Demonstrate respect for others and exhibit appropriate behaviour around other people. Level 4: <ul style="list-style-type: none"> Demonstrate through their interactions in social situation, respect for a diverse range of people and groups.
		Working in Teams	Level 3: <ul style="list-style-type: none"> Co-operate with others for agreed purposes, taking roles and following guidelines established within the task. Level 4: <ul style="list-style-type: none"> Work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity.
	Personal Learning	The individual learner	Level 3 & 4: <ul style="list-style-type: none"> Seek teacher feedback to develop their content knowledge and understanding.
		Managing personal learning	Level 3: <ul style="list-style-type: none"> Set short-term, achievable goals in relation to specific tasks. Comment on task progress and achievements. Level 4: <ul style="list-style-type: none"> Develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilizing appropriate resources.
Discipline-based Learning	English	Speaking & Listening	Level 3: <ul style="list-style-type: none"> Listen attentively and retell information accurately, ask clarifying questions, volunteer information and justify opinions.
	The Humanities	Humanities Skills	Level 3 <ul style="list-style-type: none"> Describe direction using the four cardinal compass points.
	The Humanities Geography	Geospatial Skills	Level 4: <ul style="list-style-type: none"> Describe the distance, direction and location of places.
Inter-disciplinary Learning	Communication	Listening, viewing and responding	Note: this learning focus will assist students to work towards the achievement of the Communication standards at later levels. <ul style="list-style-type: none"> Identify basic communication conventions by being attentive listeners and asking questions when appropriate. Level 4: <ul style="list-style-type: none"> Ask clarifying questions about ideas and information they listen to and view.
		Thinking process	Reasoning, processing and inquiry
		Reflection, evaluation & metacognition	Level 3: <ul style="list-style-type: none"> Use appropriate language to explain their thinking. Identify and provide reasons for their point of view, and justify changes in their thinking. Level 4:

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- Articulate their thinking processes.