

## Holloways Beach Environmental Education Centre – Nocturnal Rogaine



*“Where education comes alive”*

**Holloways Beach EEC upholds the focus of “Every Student Succeeding” by providing students with the opportunity to engage with content identified from the Australian Curriculum in Science, General Capabilities and Cross Curriculum Priorities. The activities highlight a range of year level standards and descriptions that enables the offered curriculum to be differentiated according to student need.**

**EVERY STUDENT SUCCEEDING:** Every student succeeding is the shared vision of Queensland state schools. This strategy underpins regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

**AUSTRALIAN CURRICULUM:** Students have the opportunity to engage with content identified from the Australian Curriculum in Science, General Capabilities and Cross Curriculum Priorities

**NB:** Schools need to ensure that the Holloways Beach EEC is aware of the differentiation requirements of students who attend.

Year5	<p><b>GEOGRAPHY ACHIEVEMENT STANDARD</b></p> <p>By the end of Year 5, students describe the location of selected countries in relative terms. They explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They identify and describe different possible responses to a geographical challenge.</p> <p>Students develop appropriate geographical questions for an investigation. They locate, collect and organise data and information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title and north point. They describe the location of places and their characteristics using compass direction and distance. Students interpret maps, geographical data and other information to identify and describe spatial distributions, simple patterns and trends, and suggest conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the possible effects of their proposed action.</p> <p>Content Descriptions Inquiry and Skills <u>Researching</u></p> <ul style="list-style-type: none"> <li>• Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096)</li> </ul> <p><u>Evaluating and Reflecting</u></p> <ul style="list-style-type: none"> <li>• Work in groups to generate responses to issues and challenges (ACHASSI102)</li> <li>• Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)</li> <li>• Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)</li> </ul> <p><u>Communicating</u></p>
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	<ul style="list-style-type: none"> <li>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)</li> </ul>
	<p>General Capabilities: <a href="#">Personal and Social</a>, Literacy, Numeracy, Critical and Creative Thinking, Ethical Understanding</p>
Year 6	<p><b>GEOGRAPHY ACHIEVEMENT STANDARD</b>            By the end of Year 6, students describe the location of places in selected countries in absolute and relative terms. They describe and explain the diverse characteristics of places in different locations from local to global scales. They describe the interconnections between people in different places, identify factors that influence these interconnections and describe how interconnections change places and affect people. They identify and compare different possible responses to a geographical challenge.            Students develop appropriate geographical questions to frame an inquiry. They locate, collect and organise useful data and information from primary and secondary sources. They record and represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. <b>Students interpret maps, data and other information to identify, describe and compare spatial distributions, patterns and trends, to infer relationships and to draw conclusions. They present findings and ideas using geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge and describe the probable effects of their proposal.</b></p> <p><u><i>Inquiry and Skills</i></u></p> <ul style="list-style-type: none"> <li>Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)</li> </ul> <p><u><i>Analysing</i></u></p> <ul style="list-style-type: none"> <li>Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)</li> </ul> <p><u><i>Evaluating and Reflecting</i></u></p> <ul style="list-style-type: none"> <li>Work in groups to generate responses to issues and challenges (ACHASSI130)</li> </ul> <p>General Capabilities: <a href="#">Personal and Social</a>, Literacy, Critical and Creative Thinking, Ethical Understanding</p>
Year 7	<p><b>GEOGRAPHY ACHIEVEMENT STANDARD</b></p>

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	<p>By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.</p> <p>Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. <b>They interpret and analyse geographical maps,</b> data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. <b>Students present findings and arguments using relevant geographical terminology</b> and digital technologies in a range of communication forms. <b>They propose action in response to a geographical challenge,</b> taking account of environmental, economic and social factors, and describe the expected effects of their proposal.</p>
	<p><u><i>Inquiry and Skills</i></u></p> <ul style="list-style-type: none"> <li>Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales (ACHASSI154)</li> </ul> <p><u><i>Communicating</i></u></p> <ul style="list-style-type: none"> <li>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose: using geographical terminology and digital technologies as appropriate (ACHGS053)</li> </ul> <p><u><i>Reflecting and Responding</i></u></p> <ul style="list-style-type: none"> <li>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)</li> </ul> <p>General Capabilities: <b>Personal and Social</b>, Literacy, Critical and Creative Thinking, Ethical Understanding</p>
<p><b>Year 7&amp;8</b></p>	<p>HPE ACHIEVEMENT STANDARD</p> <p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance <b>their own, others'</b> and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p><b>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.</b> They demonstrate skills to make informed decisions, and propose and implement actions that <b>promote their own and others'</b> health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. <b>They apply movement concepts and refine strategies to suit different movement situations.</b> They apply the elements of movement to compose and perform movement sequences.</p>
	<p>Movement and physical activity</p> <p><u><i>Learning through movement</i></u></p> <ul style="list-style-type: none"> <li>Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)</li> </ul>

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Year 9&10	<p>HPE ACHIEVEMENT STANDARD</p> <p>By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance <b>their own and others’</b> health, safety and wellbeing. <b>They apply and transfer movement concepts and strategies to new and challenging movement situations.</b> They apply criteria to make judgements about and refine <b>their own and others’</b> specialised movement skills and movement performances. <b>They work collaboratively to design and apply solutions to movement challenges.</b></p>
	<p>Movement and physical activity  <u>Learning through movement</u></p> <ul style="list-style-type: none"> <li>• Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106 )</li> <li>• Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)</li> </ul>
	<p>General Capabilities: <a href="#">Personal and Social</a>, Literacy, Critical and Creative Thinking, Ethical Understanding</p>