

15th Annual  
Hawker Brownlow  
**Thinking &  
Learning**  
Conference

[www.hbconf.com.au](http://www.hbconf.com.au)

**MYRON DUECK**

**SUNDAY 20 MAY**

**Session 1**

**Empowered on the 21st Century Why  
Our Focus Must Switch from Content to  
Competencies and How It Can Be Done**

---

**MELBOURNE**

---

# MYRON DUECK

Myron Dueck is a vice-principal, teacher and author in SD 67 in British Columbia, Canada. He has previously taught in Manitoba and the South Island of New Zealand. Over the past 17 years of teaching, Myron has experience in a variety of subjects ranging from grades 4 to 12. Myron Dueck has spent the last 17 years in education. His teaching experiences range from grades 4 through 12 in three different jurisdictions – Manitoba, British Columbia and the South Island of New Zealand. The vast majority of Myron's teaching and administrative experience is in the public schooling system, but his resume does include four years in an independent school in BC.



---

## A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

Published in Australia by



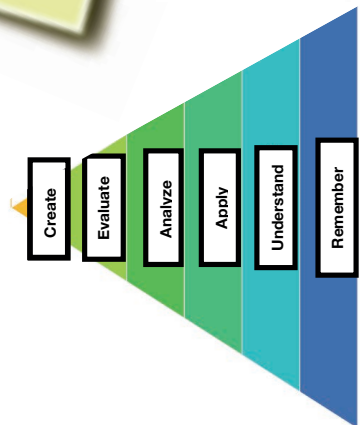
This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 14th Annual Thinking & Learning Conference. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

Hawker Brownlow Education  
P.O. Box 580, Moorabbin, Victoria 3189, Australia  
Phone: (03) 8558 2444 Fax: (03) 8558 2400  
Website: [www.hbe.com.au](http://www.hbe.com.au)  
Email: [orders@hbe.com.au](mailto:orders@hbe.com.au)

© 2018 Hawker Brownlow Education  
Printed in Australia

CODE: MDK0301  
0518

# Empowered in the 21st Century: Why we need to focus on **competencies** and how it can be done.



HBE- Melbourne

Sunday, May 20, 2018

I Know I'm  
Close Multiple  
Choice

Collaboration &  
Authentic  
Assessment

Designing for  
Deeper Learning

clear targets 40/30  
→ comp/Content  
→ students track outcomes

Brown Bag  
Lunch  
Assessment



Walkabout



We've been talking  
about this for a while...

“This is a story about ... whether an entire generation of kids will fail to make the grade in the global economy because they can't...



think their way through abstract problems,



work in teams,



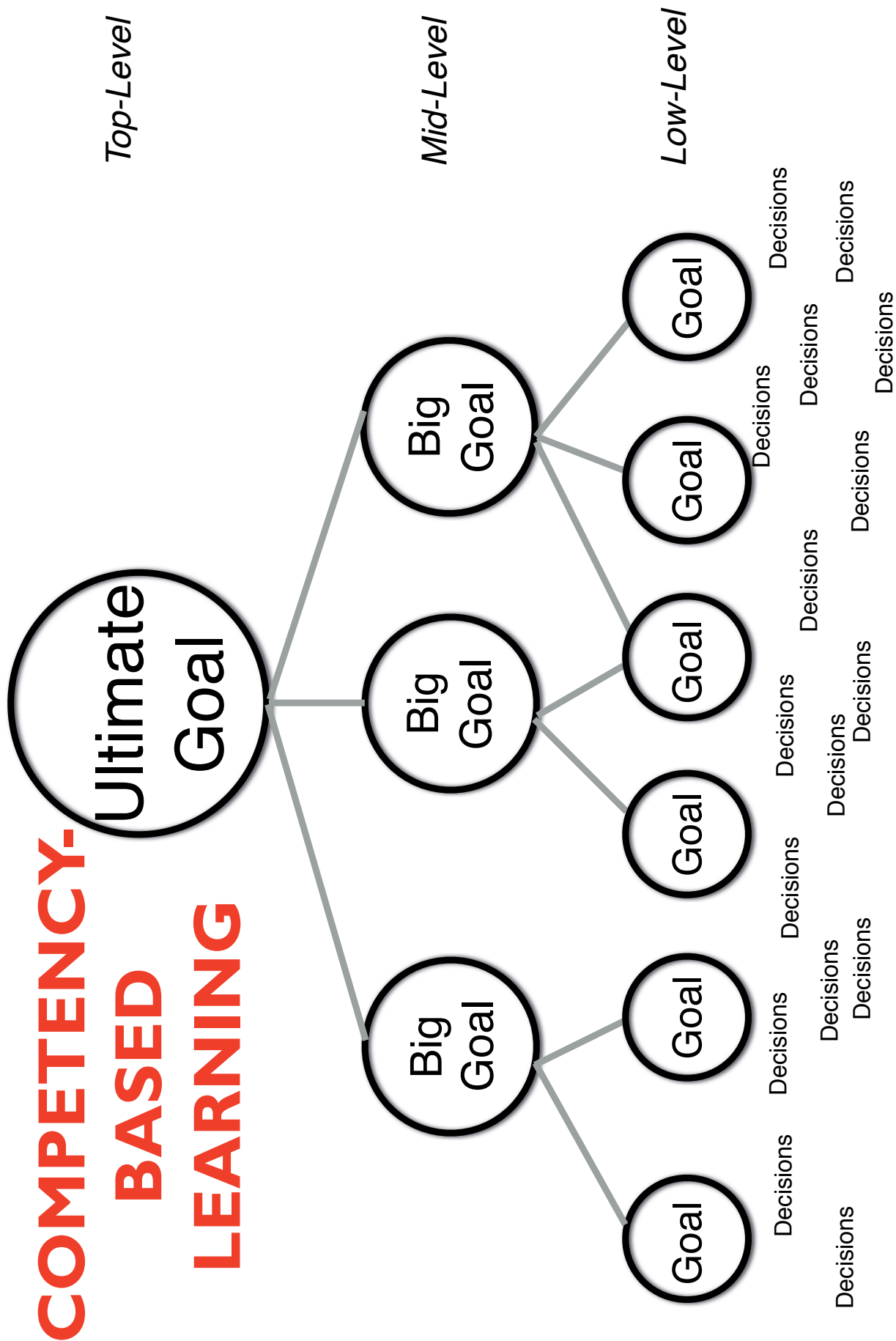
distinguish good information from bad,



or speak a language other than [their own].”

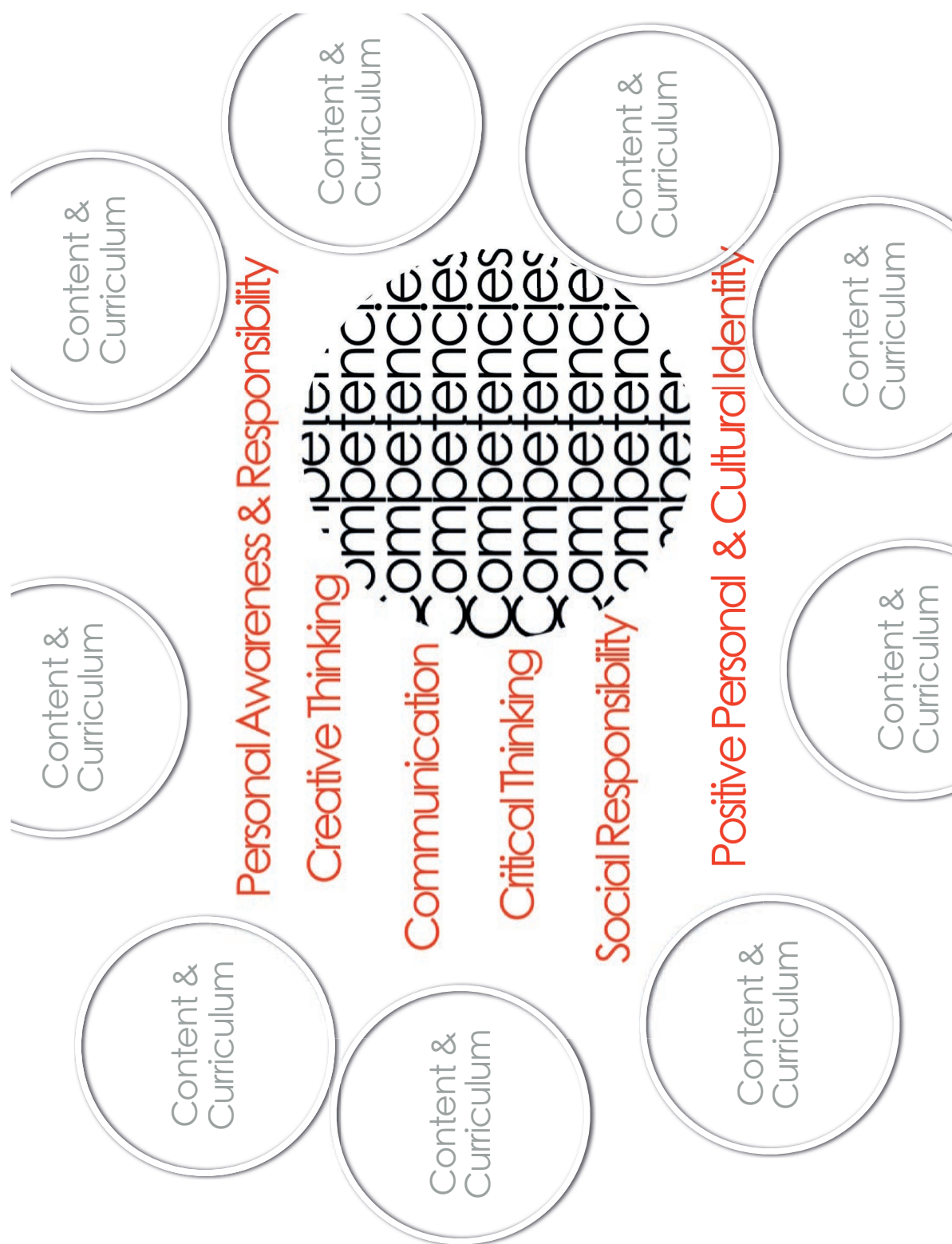


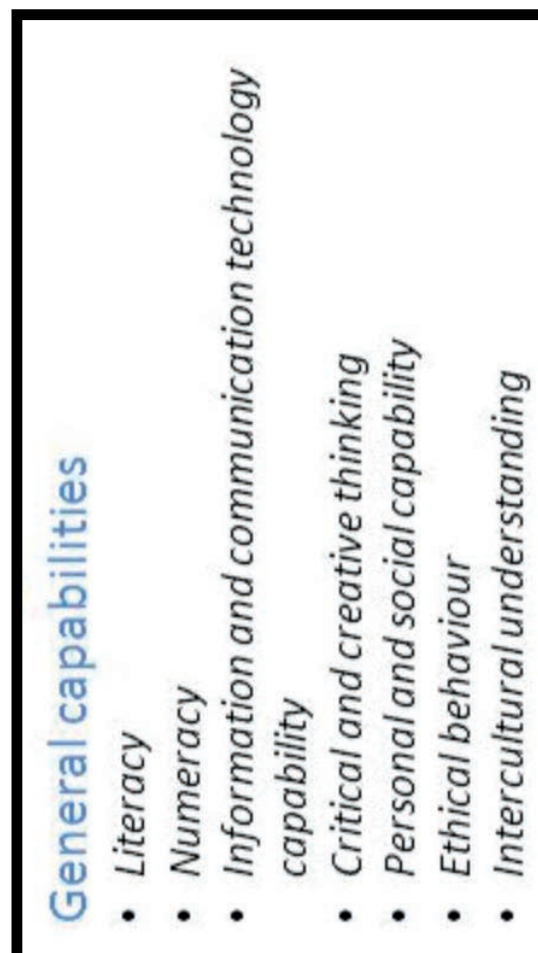
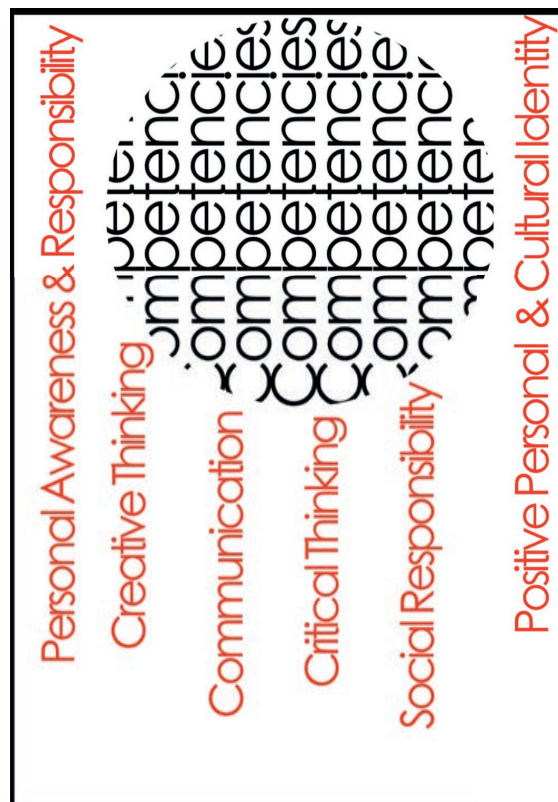
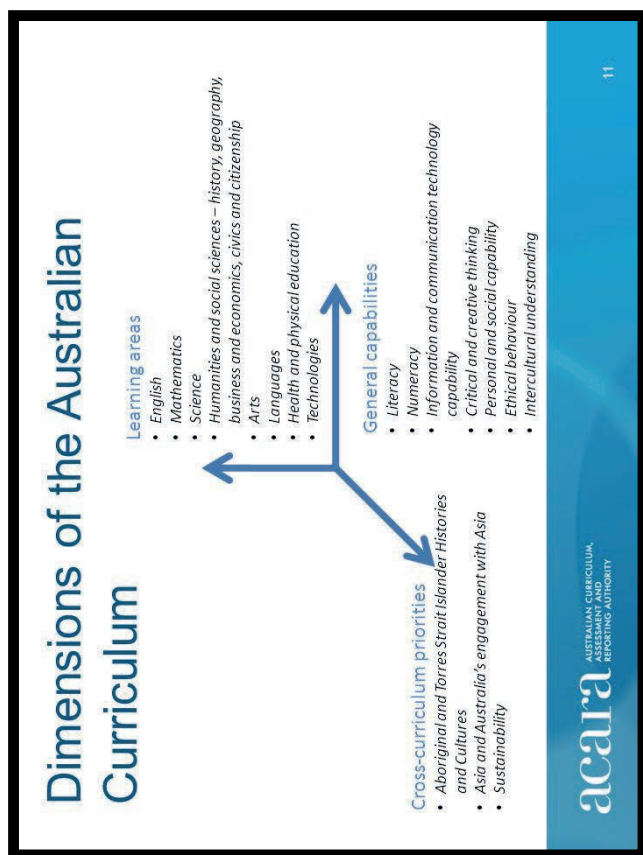
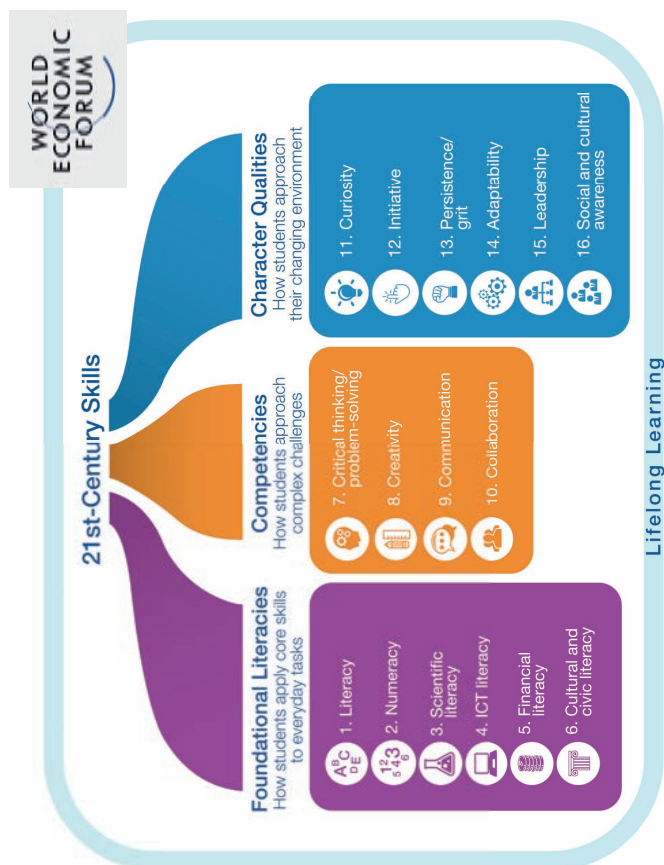
December 18, 2006



*Adapted from Grit: The Power of Passion and Perseverance (Duckworth)*

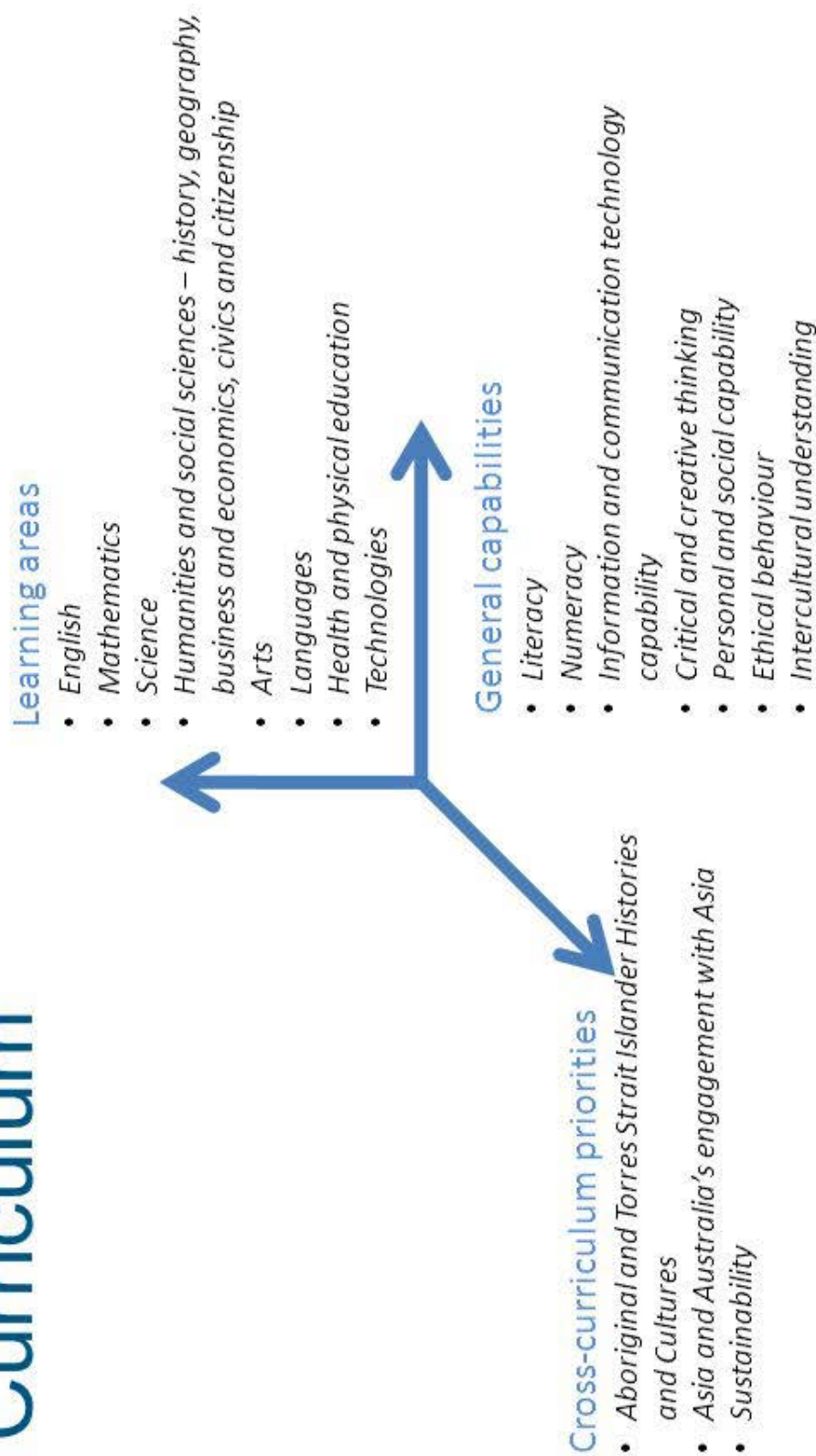




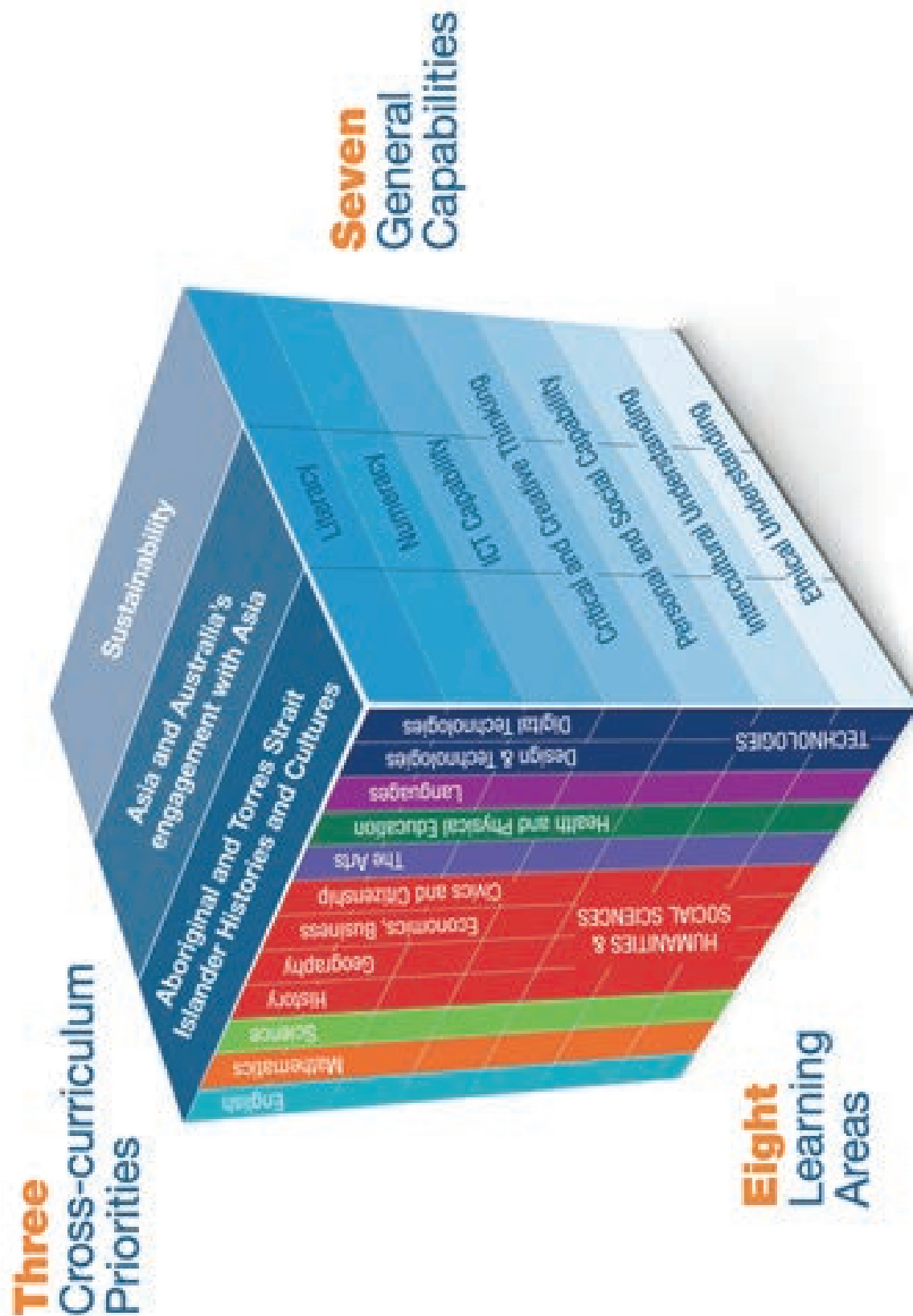


British Columbia, CANADA

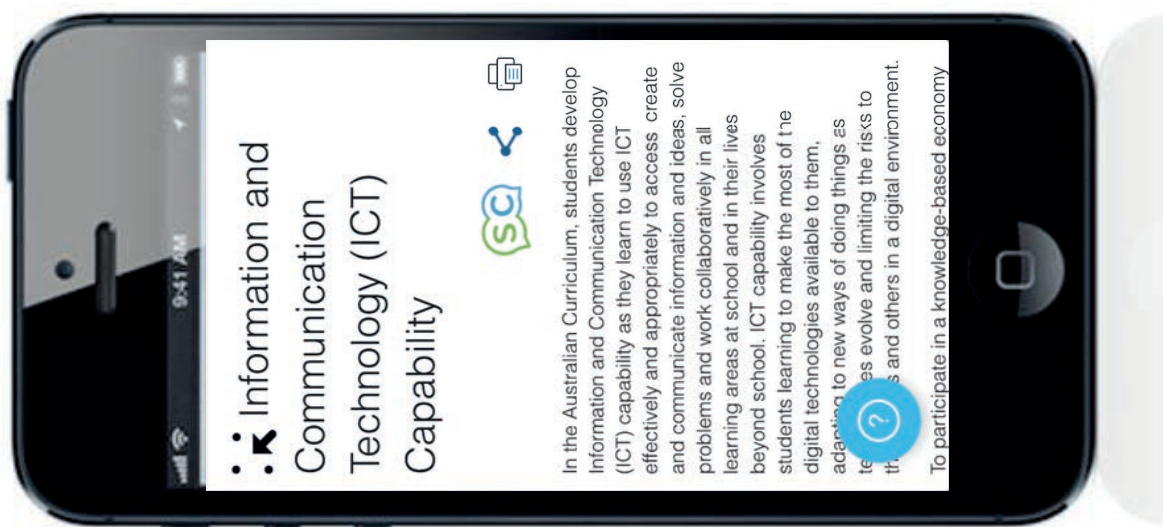
# Dimensions of the Australian Curriculum







In the Australian Curriculum, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, **adapting** to new ways of doing things as **technologies** evolve and limiting the risks to **themselves** and others in a digital environment.



# History 12 Unit Test

## Multiple Choice Section Response Form

Name: \_\_\_\_\_

For each question, place the letter that you think is the correct answer in the first space provided. If you are considering two answers, or you believe there is more than one correct response, place a second letter in the space provided. For each test question in which you provide more than one letter response, you must provide an explanation in the section at the bottom of this sheet. For each explanation, try your best to represent your thinking/debate.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 11. _____ | 21. _____ |
| 2. _____  | 12. _____ | 22. _____ |
| 3. _____  | 13. _____ | 23. _____ |
| 4. _____  | 14. _____ | 24. _____ |
| 5. _____  | 15. _____ | 25. _____ |
| 6. _____  | 16. _____ | 26. _____ |
| 7. _____  | 17. _____ | 27. _____ |
| 8. _____  | 18. _____ | 28. _____ |
| 9. _____  | 19. _____ | 29. _____ |
| 10. _____ | 20. _____ | 30. _____ |

On the lines below, provide some information that explains why you are unsure of the correct response, or why you believe that more than one response is correct. Try to limit yourself to a maximum of 5 questions for this section or you may run out of time. You may use the back of the sheet if you require more space, just be sure to clearly label your response number if you do.

# \_\_\_\_\_. \_\_\_\_\_

# \_\_\_\_\_. \_\_\_\_\_

# \_\_\_\_\_. \_\_\_\_\_

# \_\_\_\_\_. \_\_\_\_\_

# \_\_\_\_\_. \_\_\_\_\_

## 'I Know I am Close' Multiple Choice

**Supplemental Response Form** – Please include this sheet with your bubble/automated multiple choice response form. If your multiple choice responses were completed digitally or online (not on paper), check this box ☐.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Test: \_\_\_\_\_

For each question below, you must use the **explanation area** to describe why you are struggling to determine the correct response. Share why you might consider both to be correct. Make an effort to demonstrate your understanding of the concept. You may use a combination of words and diagrams.

**Multiple Choice Question: # \_\_\_\_\_**

Indicate all responses you are considering by shading in the appropriate bubbles:

☐ A      ☐ B      ☐ C      ☐ D

**Explanation Area:**

If I had to select ONE response only, I would choose letter \_\_\_\_.

**Multiple Choice Question: # \_\_\_\_\_**

Indicate all responses you are considering by shading in the appropriate bubbles:

☐ A      ☐ B      ☐ C      ☐ D

**Explanation Area:**

If I had to select ONE response only, I would choose letter \_\_\_\_.

**Multiple Choice Question: # \_\_\_\_\_**



Indicate all responses you are considering by shading in the appropriate bubbles:

☐ A      ☐ B      ☐ C      ☐ D

**Explanation Area:**

If I had to select ONE response only, I would choose letter \_\_\_\_.

**Multiple Choice Question: # \_\_\_\_\_**

Indicate all responses you are considering by shading in the appropriate bubbles:

☐ A      ☐ B      ☐ C      ☐ D

**Explanation Area:**

If I had to select ONE response only, I would choose letter \_\_\_\_.

**Final Lit Circle Project: RSA Animate****TASK:**

- Create, film and edit an RSA video that outlines the plot of your lit circle novel.
  - o 1 RSA per group of 2-4 members
  - o Post video online, or provide Ms. Stathers with a copy so the class can watch the videos.
- Hand in the attached sheet to demonstrate critical thinking about the novel.
  - o 1 per person

**TOTALS:**

Critical thinking: \_\_\_\_ / 16

RSA: \_\_\_\_ / 8

TOTAL: \_\_\_\_ / 24

**WHAT IS RSA?****RSA STEPS:**

1. Discuss the plot
2. Script and storyboard
3. Practice, practice, practice!
4. Film it
5. Edit it
6. Save it – YouTube or to a flash drive

**MY GROUP:**

---

---

---

---

**MY BOOK:** \_\_\_\_\_

**Critical Thinking Component**(1 sheet to be completed *per person*)

NAME: \_\_\_\_\_

BOOK TITLE: \_\_\_\_\_

GROUP MEMBERS:

---

---

---

---

Describe the setting of your novel, using the 5 descriptive writing rules:

(5 marks)

Primary conflict: Man vs. \_\_\_\_\_ (1 mark)

Explain the conflict here:

(1 mark)

Primary social issue in the novel: \_\_\_\_\_ (1 mark)

Explain its significance to the novel:

(1 mark)

Did you like this novel? Why or why not?

(1 mark)

Select three quotes. Explain each quote's significance to the novel:

(6 marks)

Quote:
Significance:
Quote:
Significance:
Quote:
Significance:

\_\_\_ / 16



\_\_\_ / 16

**Did you...**

State the book title in the RSA?	YES	NO	UNSURE
State the author's name in the RSA?	YES	NO	UNSURE
Thoroughly explain the plot, to the best of your ability in the RSA?	YES	NO	UNSURE
Make the RSA available to Ms. Stathers?	YES	NO	
Work well as a group?	YES	NO	SOMETIMES
Fill out and hand in the critical thinking page?	YES	NO	UNSURE
Self-assess on the rubric below?	YES	NO	
Hand-in this page, and the critical thinking sheets?	YES	NO	

**RSA Rubric – STUDENT SELF - ASSESSMENT**

<i>1 – Not Yet Meeting</i>	<i>2 – Minimally Meeting</i>	<i>3 – Meeting</i>	<i>4 - Mastering</i>
Demonstrates an inaccurate understanding of the novel's plot.	Demonstrates a basic understanding of the novel's plot.	Demonstrates a good understanding of the novel's plot.	Demonstrates an exceptional understanding of the novel's plot.
RSA is unpracticed, nonsensical and disorganized.	RSA is somewhat practiced and thoughtful, and is sometimes disorganized.	RSA is well-practiced, thoughtful and organized.	RSA is practiced to near perfection, thoughtful and effectively organized.

\_\_\_ / 8

**RSA Rubric – TEACHER ASSESSMENT**

<i>1 – Not Yet Meeting</i>	<i>2 – Minimally Meeting</i>	<i>3 – Meeting</i>	<i>4 - Mastering</i>
Demonstrates an inaccurate understanding of the novel's plot.	Demonstrates a basic understanding of the novel's plot.	Demonstrates a good understanding of the novel's plot.	Demonstrates an exceptional understanding of the novel's plot.
RSA is unpracticed, nonsensical and disorganized.	RSA is somewhat practiced and thoughtful, and is sometimes disorganized.	RSA is well-practiced, thoughtful and organized.	RSA is practiced to near perfection, thoughtful and effectively organized.

\_\_\_ / 8

**TOTAL MARKS: \_\_\_ / 24**



■ **Standard: 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. [California social studies standards].**

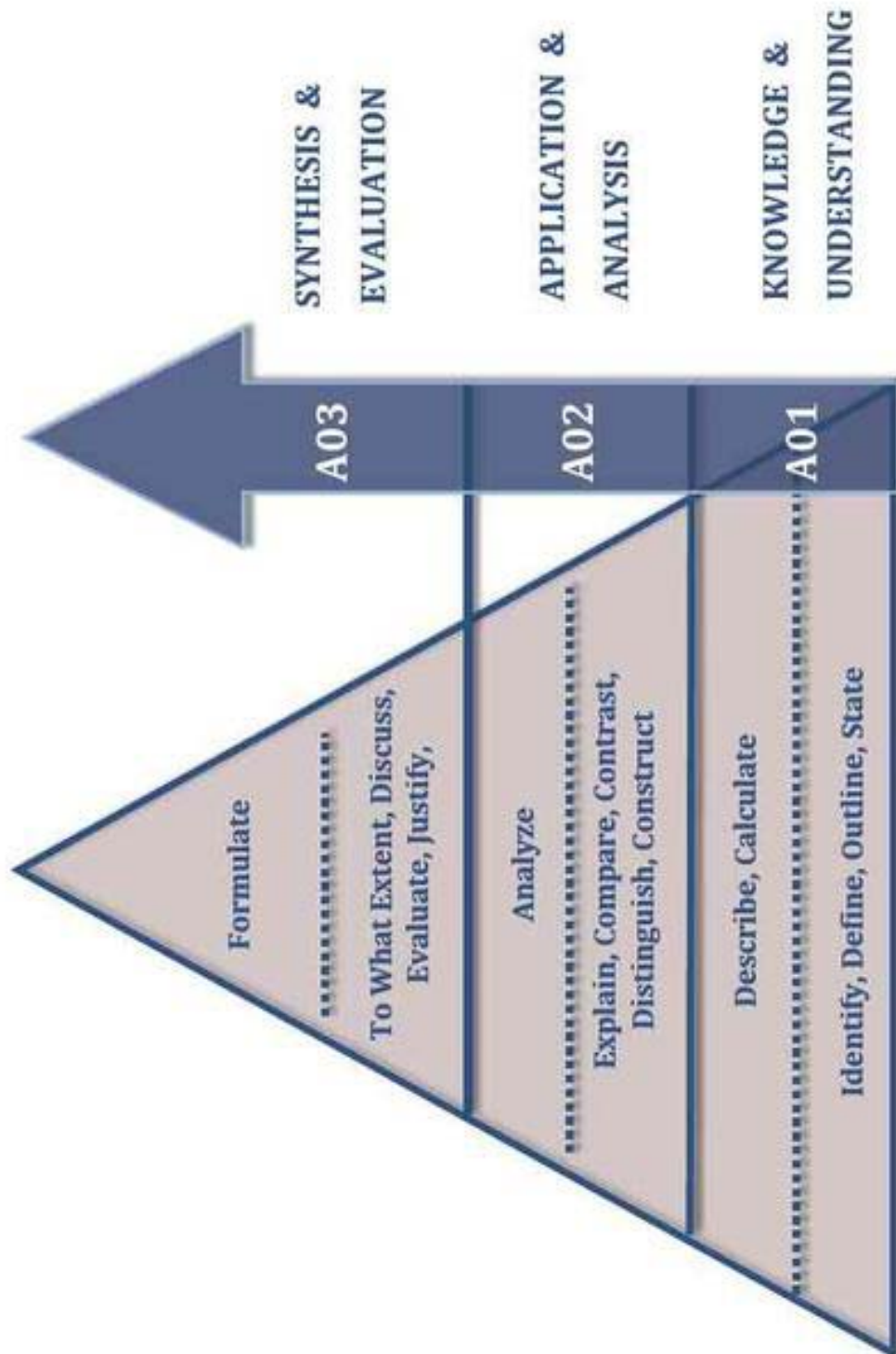
Benchmark Command Word	Benchmark Content	
	First-tier	Second-tier
1. Analyze . . .		1. . . . why England was the first country to industrialize.
2. Examine . . .	2. . . . how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change	2. . . . (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

In most state curricula, second-tier content dominates the benchmarks – often there is no first-tier content, as in the first example above. With AERO, in almost all cases, the authors refrained from specific second-tier content (which, by default, required them to articulate clearly the first-tier content). This way, for second-tier content, a school in China can use specific, historically rich examples from China (or elsewhere), while a school in Africa may use specific, historically rich examples from Africa (or elsewhere). At the same time, schools could have a common curriculum at the level of first-tier (conceptual) content.

**AERO Standard 8. (Science, Technology, and Society)** Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

Benchmark Command Word	Benchmark Content	
	First-tier	Second-tier
12.i Describe . .	. . . how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.	[Teachers would select second-tier content according to the requirements of their school]

# ITGS Taxonomy for Command Terms



COMMAND TERMS REQUIRE INCREASING LEVELS OF  
HIGHER-ORDER THINKING SKILLS

~Stefanics 2010~

*produce*

Construct  
Create  
Design  
Document  
Make  
Reflect  
Summarize

Forms:

art work  
brochure  
cartoon  
essay  
video  
model  
skit  
reflection

*demonstrate*

Construct  
Design  
Discuss  
Distinguish  
Illustrate  
Predict  
Present  
Prove  
Show  
Reflect  
Sketch  
Solve  
State

*reason*

Agree/Disagree  
Analyze  
Apply  
Appraise  
Argue  
Comment  
Compare  
Contrast  
Deduce/Infer  
Determine  
Distinguish  
Estimate  
Evaluate  
Examine  
Give significance of...  
Interpret  
Justify  
Suggest  
Support/Refute...  
To What Extent

*know*

Classify  
Define  
Describe  
Explain  
Identify  
Label  
List  
Outline  
Recognize





**Compelling question:** Compelling questions address problems and issues found in and across the academic disciplines that make up social studies.

*What is 'Peace' and is it achievable?*

*Was the American Revolution revolutionary?*

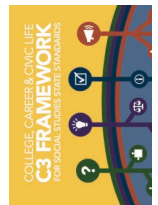


**Supporting question:** Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question.

*What were the themes and specific intentions of Woodrow Wilson's 14 Points?*



*What were the regulations imposed on the colonists under the Townsend Acts?*



## HISTORY 12

NAME: \_\_\_\_\_

## PARIS PEACE CONFERENCE UNIT PLAN

## Student-Friendly Learning Target Statements

Knowledge  
Targets*"What I need to know!"*

- ☐ I know the definition of these terms and how they were factors affecting the Treaty of Versailles:

imperialism  
nationalism  
communism

neo-imperialism  
militarism

capitalism  
self-determination

- ☐ I can identify the countries on a pre-1919 map of Europe **and** a post-1919 map of Europe

- ☐ I can identify major differences between the pre-1919 and post 1919 maps of Europe.

- land lost by Germany, Austria-Hungary & the Ottoman Empire
- newly formed countries of Europe

- ☐ I can explain the importance of these people at the Paris Peace Conference:

- Wilson, Clemenceau, Lloyd-George, Vittorio Orlando

- ☐ I can explain how the following terms applied to Germany in 1919:

**'stab in the back' theory**  
**reparations**  
**Schlieffen Plan**  
**Polish Corridor**  
**'diktat'**

**Sudetenland**  
**'Blank Check'**  
**14 Points**  
**Anschluss**

**self-determination**  
**Article 231 (War Guilt)**  
**Saar**  
**Rhineland**

- ☐ I can explain how the following terms applied to Italy in 1919:

**'stab in the back' theory**  
**14 Points**

**Dalmatian Coast**  
**South Tyrol**

**Italia Irredenta**

- ☐ I can list and describe **Wilson's 14 Points**.

- ☐ I can list the main conditions of the Treaty of Versailles:

- ▶ territorial losses
- ▶ military conditions
- ▶ reparations

- ☐ I can list which conditions of the Treaty of Versailles Germany considered to be unfair.

<p><b>Reasoning Targets</b></p> <p><i>“What I can do with what I know.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can evaluate to what extent Wilson’s 14 Points are reflected in the Treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate to what extent France (and its leader Clemenceau) were satisfied with the Treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate the extent to which Lloyd George and the British Government were satisfied with the treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate the role that nationalism and imperialism played in the formation of the Treaty of Versailles.</li> <li><input type="checkbox"/> I can determine and or argue where self-determination <b>was</b> and <b>was not</b> applied to people after 1919.</li> <li><input type="checkbox"/> I can explain how the Treaty of Versailles may have led to increased nationalism in a number of different groups/nations.</li> <li><input type="checkbox"/> I can explain how the Mandate system under the League of Nations angered the Arab people of the Middle East.</li> </ul>
<p><b>Skill Targets</b></p> <p><i>“What I can demonstrate.”</i></p>	<p>Depending on whom I represent at the Paris Peace Conference:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can apply the interests of either Britain, France, or the USA in a PPC group negotiation or</li> <li><input type="checkbox"/> I can argue for self-determination on behalf of a smaller delegation in a PPC group negotiation</li> <li><input type="checkbox"/> I can prepare a 2 minute speech to give to the delegates at the Paris Peace Conference (minorities only)</li> <li><input type="checkbox"/> I can prepare a 1-2 minute speech outlining how either Britain, France or the USA approach one of these key issues: <ul style="list-style-type: none"> <li>▶ war costs and reparations</li> <li>▶ map of Europe and colonies</li> <li>▶ future military strength considerations</li> <li>▶ war guilt and prevention</li> </ul> </li> </ul>
<p><b>Product Targets</b></p> <p><i>“What I can make to show my learning.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write a 1-2 page reflection on the PPC, incorporating the following topics: <ul style="list-style-type: none"> <li>▶ my overall impression of the experience</li> <li>▶ elements I found frustrating and/or successful</li> <li>▶ how it affected my understanding of the difficulties associated with war guilt, colonies, self-determination and the prevention of future wars.</li> </ul> </li> </ul>

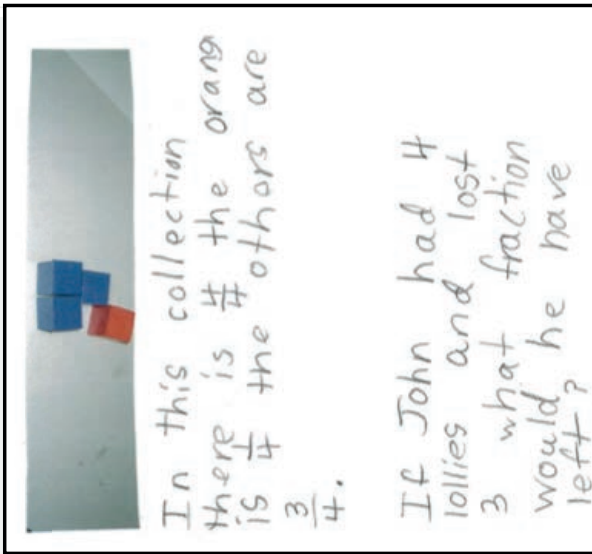
# Fractions and decimals

Model and represent unit fractions including  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$  and their multiples to a complete whole (ACMNA058 - Scootle [\[7\]](#))



Elaborations —

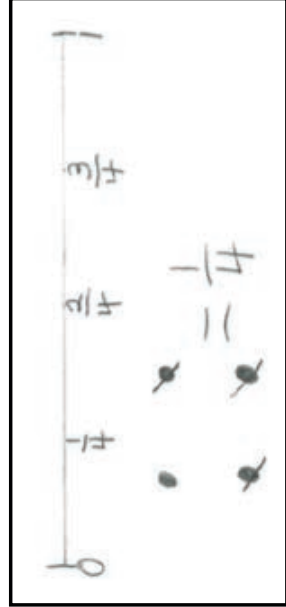
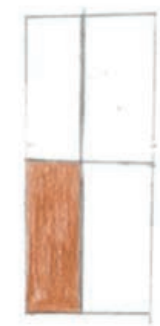
- partitioning areas, lengths and collections to create halves, thirds, quarters and fifths, such as folding the same sized sheets of paper to illustrate different unit fractions and comparing the number of parts with their sizes
- locating unit fractions on a number line
- recognising that in English the term 'one third' is used (order: numerator, denominator) but that in other languages this concept may be expressed as 'three parts, one of them' (order: denominator, numerator) for example Japanese



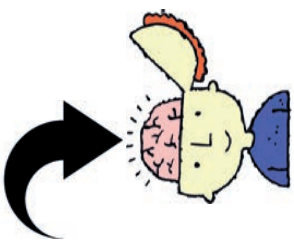

We use fractions to break food up into equal parts. We use fractions for cooking. We use fractions to make things easy.



$$\frac{1}{4}$$





The Focus of our Learning: <u>Fractions</u>	
 <p>'What I will learn.'</p>	<p>☆ A whole can be divided into 2, 3, 4 or 5 equal parts.</p> <p>☆ A 'whole' is an area, length or collection of things.</p> <p>☆ Parts of a whole can be shown in fractions such as <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{3}{4}</math> or <math>\frac{2}{5}</math>.</p> <p>☆ Fractions are expressed differently around the world</p>
	<p>☆ I will use both pictures and words to show that I understand fractions.</p> <p>☆ I will create a number story that matches a fraction I am given.</p> <p>☆ I will create a number story that matches a fraction I am given.</p>
	<p>☆ I will create my own <b>Fantastic Fractions</b> using pictures, stories and a number line.</p> <p>My project will include a personal story and photos from around the school.</p> <p>I will express fractions through my story and photos.</p>
	 <p>'What I will show or make to demonstrate my learning.'</p>

## Fractions and decimals

**Model and represent unit fractions including  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$ , and their multiples to complete a whole.**

**Partition areas, lengths and collections to create halves, quarters, thirds and fifths.**

**Locate fractions on a number line.**

**Recognize that in English the term 'one third' is used as numerator-denominator, but other languages express it differently or reversed order.**

## KNOWLEDGE:

I can define the following terms as they relate to literature: **narrative, viewpoint, structure, characterization, devices, analogy, satire, sarcasm, irony, ridicule, humour, exaggeration, understatement.**

I can explain how a **narrative** in literature acts as both **story** (what is told) and **discourse** (how).

## REASONING:

I can determine appropriate instances when a writer would use **analogy, satire, sarcasm, irony, ridicule or humour** to achieve a particular effect.

## SKILL:

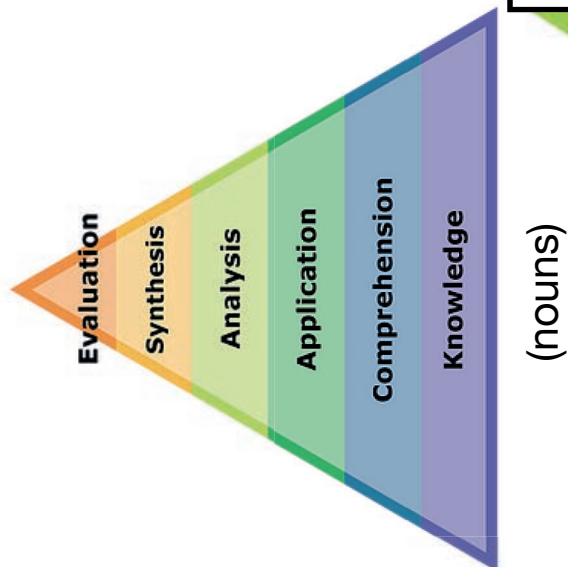
I can examine pieces literature and identify how **satire** is being used to expose and/or criticize the shortcomings/behaviours of an individual or society. I can analyze (compare/contrast) the use of ridicule **sarcasm, irony (and others) to convey meaning** other than the words stated.

## PRODUCT:

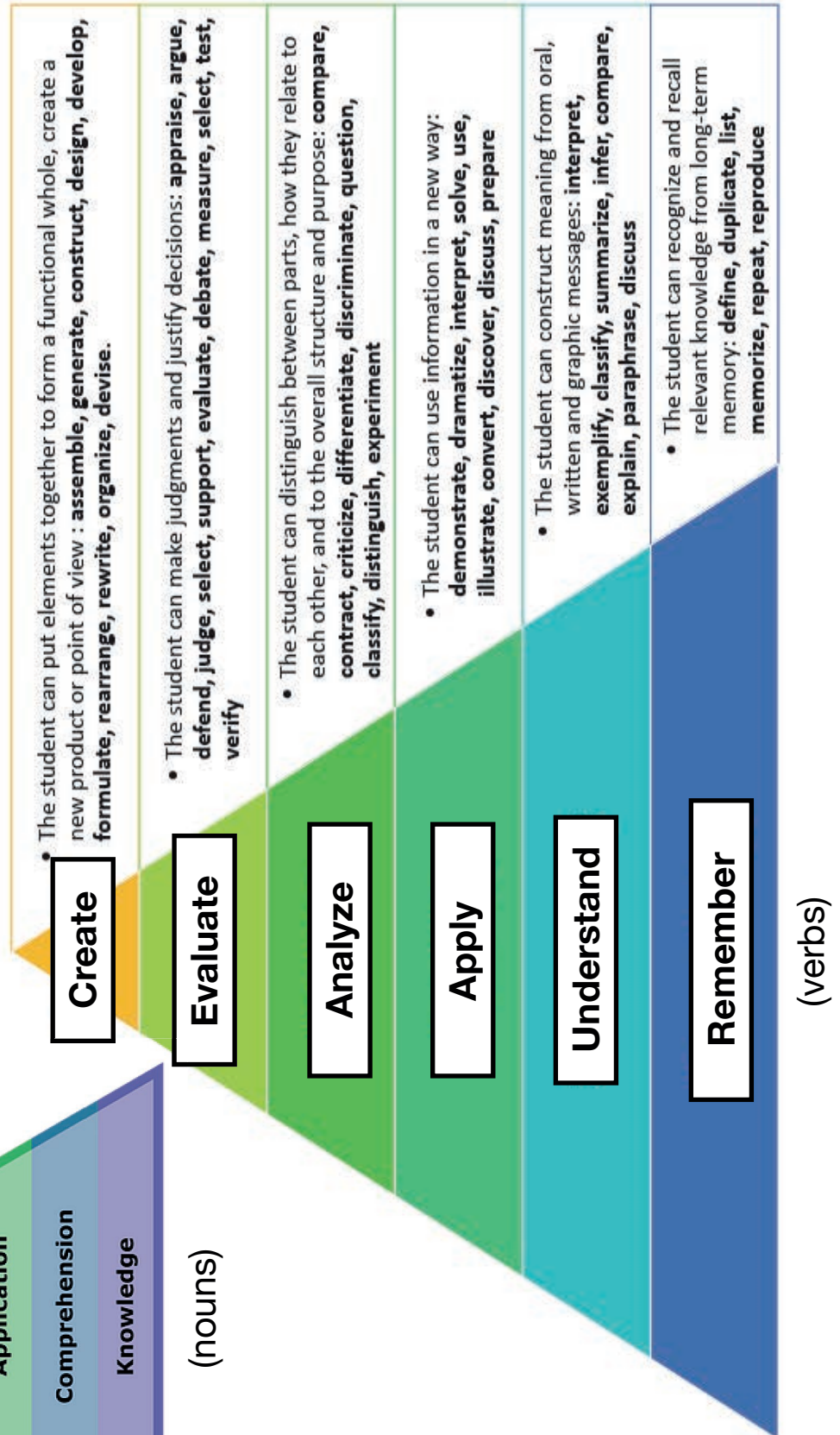
I can produce a piece of writing that clearly uses devices such as **analogy, satire, sarcasm, irony, ridicule or humour** and separately indicate where and why each was used.

**Examining Literature**  
**Identify, explain and discuss how narrative, viewpoint, structure, characterization and devices *including* analogy and satire shape different interpretations and responses to a text**

## Bloom's Original Taxonomy



## Bloom's Revised Taxonomy



# Knowledge...

complex

## Metacognitive

**I know** how I would best learn the complex structures involved in professional soccer and the World Cup. **I know** how I would maintain, increase and monitor my understanding of this subject.

## Procedural

**I know** how the qualification rounds work and how the groups are determined in the World Cup, as well as the World Cup tournament structure.

## Conceptual

**I know** the structure of the World Cup zones and other soccer systems like Champions League and Premier.

## Factual

**I Know** that the 1998 FIFA World Cup was held in France.

simple

Bloom's Revised Taxonomy Worksheet	Cognitive Process Dimension					
	1 Remember Recognizing or recalling knowledge, facts or concepts.  <b>Verbs:</b> define, describe, identify, know, label, list, match, name, outline, recall, recognize, reproduce, select, state, locate	2 Understand Constructing meaning from instructional messages.  <b>Verbs:</b> illustrate, defend, compare, distinguish, estimate, explain, classify, generalize, interpret, paraphrase, predict, rewrite, summarize, translate	3 Apply Using ideas and concepts to solve problems.  <b>Verbs:</b> implement, solve, construct, organize, dramatize, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, choose	4 Analyze Breaking something down into components, seeing relationships and an overall structure.  <b>Verbs:</b> analyze, break down, compare, select, contrast, deconstruct, discriminate, distinguishes, identify, outline	5 Evaluate Making judgments based on criteria and standards.  <b>Verbs:</b> rank, assess, monitor, check, test, judge	6 Create Reorganize diverse elements to form a new pattern or structure.  <b>Verbs:</b> generate, plan, compose, develop, create, invent, organize, construct, produce, compile, design, devise
<b>Factual Knowledge</b> Basic elements used to communicate, understand, organize a subject: terminology, scientific terms, labels, vocabulary, jargon, symbols or representations; and specific details such as knowledge of events, people, dates, sources of information.						
<b>Conceptual Knowledge</b> Knowledge of classifications and categories, principles, theories, models or structures of a subject.						
<b>Procedural Knowledge</b> Knowing how to do something: performing skills, algorithms, techniques or methods.						
<b>Metacognitive Knowledge</b> The process or strategy of learning and thinking; an awareness of one's own cognition, and the ability to control, monitor, and regulate one's own cognitive process.						

Developed by Lisa O'Reilly, MA. Based on Anderson, L. W., & Krathwohl (Eds.). (2001). A Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.



1. Remember the specific parts of the Parliamentary Acts (e.g., the Sugar, Stamp, and Townshend Acts);
2. Explain the consequences of the Parliamentary Acts for different colonial groups;
3. Choose a colonial character or group and write a persuasive editorial stating his/her/its position on the Acts (the editorial must include at least one supporting reason not specifically taught or covered in the class); and
4. Self- and peer edit the editorial.

**The Cognitive Process Dimension**

<b>The Knowledge Dimension</b>	<b>1. Remember</b>	<b>2. Understand</b>	<b>3. Apply</b>	<b>4. Analyze</b>	<b>5. Evaluate</b>	<b>6. Create</b>
<b>A. Factual Knowledge</b>	Objective 1					Objective 3
<b>B. Conceptual Knowledge</b>		Objective 2			Objective 4	Objective 3
<b>C. Procedural Knowledge</b>						
<b>D. Metacognitive Knowledge</b>						

**Figure 2.** The classification in a Taxonomy Table of the four objectives of Ms. Airasian's unit integrating Pre-Revolutionary War colonial history with a persuasive writing assignment.



# The **Brown Bag** Assessment...



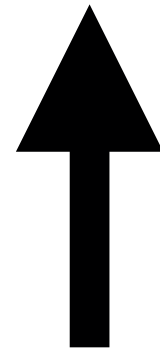
# Step 1

Raid some **child's toy box**, exploit a **garage sale**, visit the **dollar store**, wander your **backyard**, clean out that miscellaneous **drawer** that has always been a disaster...



# Step 2

Incorporate child labour, spousal support or DIY and  
**divide items into certain number of bags.**





# Step 3

Distribute bags and have students relate an item from the bag to a topic or issue from the course. Then observe it through the lens of a competency or skill.



**Topics:**

**What is Revolution?  
Causes of American Revolution.  
Key events leading up to the AR...**

Problem solving

Conflict

Perspective

Empathy

# Step 4

Organize students into groups of 2-4 people.

Students discuss items, ideas and how they relate to the course.



# Step 5

Student considers all elements and then individually demonstrates understanding of topics, themes and competencies.



+



=





# Australian Year 5: Inquiry & Skills ‘Brown Bag Lunch’ Assessment

## Inquiry & Skills: analysing different viewpoints

### Topic: Different views of Australia’s Colonial Past

### Item: magnifying glass

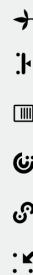


Examine different viewpoints on actions, events, issues and phenomena in the past and present

Elaborations +



- analysing sources to identify and understand the different motives and experiences of individuals and groups involved in past or present events and issues (for example, the reasons people migrated to colonial Australia and their diverse experiences; the struggle for rights by emancipated convicts; the way migrants or refugees have been managed over time and their experiences; the motives of whalers and anti-whaling activists)



- comparing sources of evidence to identify similarities and/or differences in accounts of the past (for example, comparing colonial descriptions of Burke and Wills' achievements with those that have been recently published with Aboriginal perspectives; different representations of Ned Kelly in past and present publications)



- analysing photographs to identify inferred messages (for example, how workers on a colonial banana plantation are positioned, dressed, posed and/or are absent, to reflect the status of different groups such as English managers, Chinese, Aboriginal and South Sea Islander workers, women and children)



- exploring, through a facilitated role-play or a simulation game, the way different people experienced the same event (for example, the differing experiences and feelings of miners, Chinese workers, women, children, leaders and Aboriginal occupants during the Eureka Stockade; personal intercultural experiences; or people's differing perceptions of election speeches made by opposing candidates)



## Australian Year 5: Content Descriptors for Knowledge & Understanding 'Brown Bag Lunch' Assessment Structure

**Skill:** The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including:

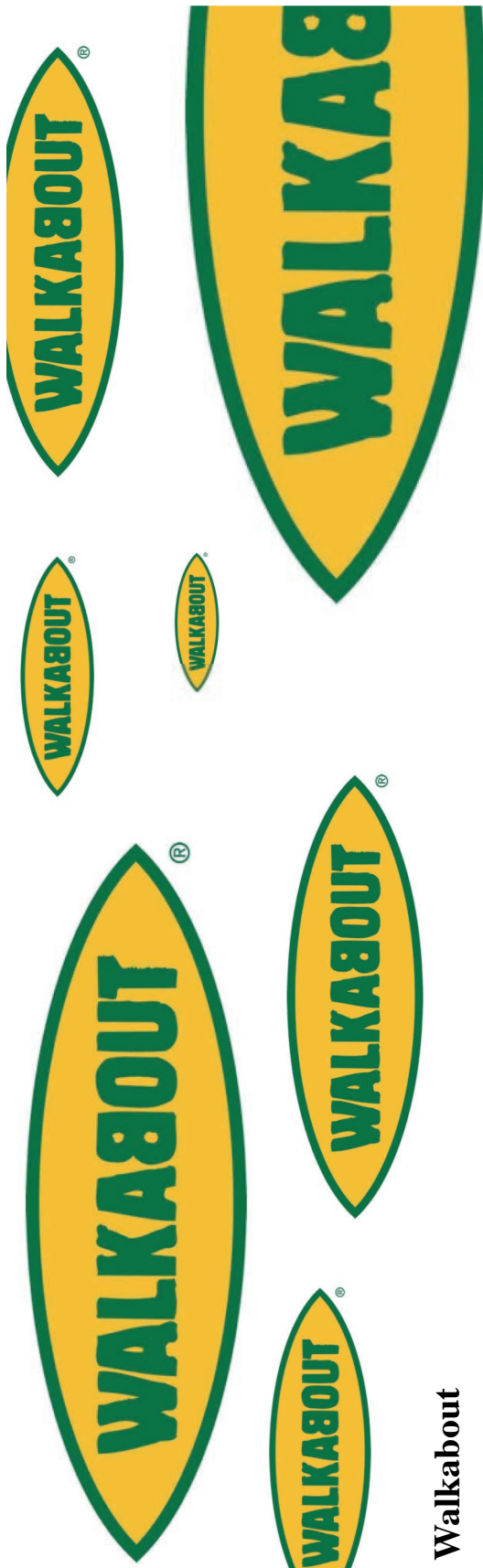
**significance**  
**continuity and change**  
**cause and effect**  
**place and space**  
**interconnections**  
**roles, rights and responsibilities**  
**perspectives and action**  
**different viewpoints**

### Unit/Topic:

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?
- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

### Items:

yo-yo  
 gum wrapper  
 paperclip  
 rubberband  
 party invitation  
 LEGO blocks  
 magnifying glass



### Walkabout

- A. Please select TWO of the nine quotes / statements below
  - B. Take a picture from our community that reflects an idea imbedded within the quote.
  - C. When we return to the classroom – email the image to your my67 email.
  - D. Use the Chromebooks or a personal device to write a 200-250 word response per quote.
  - E. Ensure you reference the image and quote in your writing. Be clear how they connect. Include topics from our course to enhance connections.
  - F. Your document should include your name, the quote, image and your response
1. Pollution knows no borders
  2. “Sustainability has become a predominant way of approaching global economic development and environmental change”
  3. “We do not inherit the land...and the sea...from our forefathers. We borrow it from our children.”
  4. “Population growth is the primary source of environmental damage.”
  5. Urbanization and industrialization have had extremely degrading impacts on the environment
  6. The most prominent view of nature in Western culture is derived from Judeo-Christian tradition, which is founded on a belief that humans should dominate nature
  7. The future will either be green or not at all.
  8. “Nature and society constitute a complex relationship. It is our view that nature is both a physical realm and a social creation.”
  9. When we realize we can make a buck cleaning up the environment, it will be done!

## Geography 12 – Walkabout

Victoria R.

Quote #3: “We do not inherit the land... and the sea... from our forefathers. We borrow it from our children”



The above image shows the love and connection between a mother and her child, although the image relates to the concept of mothers fighting for their children in times of war and conflict it can closely relate to this quote, as it shows that we live through and for our children. The importance of environmental conservation is just that, living with the hope of conserving land, beauty and prosperity for generations that follow. Many millennials are choosing not to have children, due to the current state of the world and their fear of climate change horrors. This speaks great lengths for our population and the hope young people have in the future of the planet. Our current society has lost touch of the basics: our connection to nature and the habits of agricultural preparation/living off the land... we are in a state of disconnect from the great outdoors and due to a lack of fresh air, nature's rhythmic sounds or it's wholesome nutrients, we are becoming a generation of apathetic introverts. Family is what unites us all, we are all Mother Earth's children and we have a responsibility to take care of our old, sick mother. The importance of teaching our children about the environment and all the interesting ways it works, is what will ultimately solve a lot of the world's problems. 23% of the world's population lives in cities, and it is only estimated to increase dramatically over the course of the next 50 years. The more people in cities, the less appreciation for nature. The more people working in tall skyscrapers worrying about the economy, the less families enjoying life by the lake. We need to step back and consider what we value in our lives, how we take care of our mothers and what kind of a world we will be leaving behind for our children. We have the knowledge and the power, all that's left is to take responsibility.



*Quote #5: "Urbanization and industrialization have had extremely degrading impacts on the environment"*



The above image is the perfect display of how the industrialization of our food system and the way we look at garbage has affected our behaviour/appreciation for the biological world. The paper and plastic from this cup seems like nothing to us, so much so we just throw it on the ground without consideration of how it affects animals, vegetation or can pollute our water ways and air. The large golden arcs speak for themselves, when we know perfectly well that McDonalds is a cheap corporation running our world into the ground (literally, as we see obesity rates sky rocket and health concerns towards food and consumption hitting all-time highs). The idea of a \$6 burger and fountain pop beverage sounds great when living on a budget, as most are, this is a flaw in the system... as the poor can't afford healthy, organic options. The idea of fast food is all around gross: we idle in a car pumping fossil fuels in the atmosphere, as we await our beef burger made only with the upmost bearable hormones and extremely high levels of water usage, as we talk to someone making minimum wage in a province run by a government working for those at the top. Yes, the system is flawed. The worst part and frankly the most important to remember is the issues surrounding society's impact on the issues. We are all aware, we all see the garbage, we all heard about the girl who found a deep-fried chicken foot amongst her chicken nuggets... yet we ignore the issues and decide "if everyone is doing it, my impact doesn't really matter". Due to urbanization of forest areas, we tend to look at the wildlife in our community differently. The deer are pests (not those who walk among us, wondering why the hell we hit them with cars on their way to their watering hole), we build fences high enough to block our neighbours faces (because privacy is important and why on earth would be build amicable connection with the other humans living around us), we disconnect ourselves from the system in which we eat, transport and work (who wants to know the process and resources in which it took to get their steak to their plate). These changes have affected the way we industrialize as well; everything is made faster and cheaper. Everything is exploited to save westerners time and money. The urbanization and industrialization of the world has destroyed our love and passion for the environment, it has isolated us from mother earth and has become the leading cause of climate change. But hey, how's the economy???

\*\*\*Thank you for the stellar year Mr. Reid!!!!!!\*\*\*



“The future will either be green or not at all.”



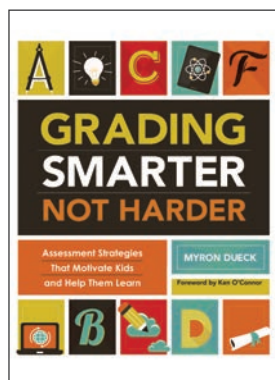
The photo above, a stop sign, shows the general approach we need to have towards climate change deniers and corporatists who resist movement towards green culture. We cannot afford to remain stagnant when it comes to the environment, as it is closely tied to humanity. In the future, we will see some serious changes to the geopolitical scene resulting from climate change, that western nations are not prepared for. We are already in the midst of the largest refugee crisis in recorded history, much of that caused by famine brought on by climate change; this will only accelerate. Soon, it will become completely unviable to live on much of the earth's surface due to limited access to water. Cities like Las Vegas, Salt Lake City, and Sacramento in central America will see prices of utilities sky rocket due to lack of access, while nations throughout Africa and the middle east will see wars fought over water. And that's just our struggle with fresh water. Salt water will be a completely different battle. Sea levels are already rising due to changes in average temperature. Soon, low lying areas of the world like Florida, Holland, Denmark might find themselves dealing with severe flooding in the coming decades, while many island nations will probably end up submerged, resulting in entire nations fleeing to the mainland. All this is to say, change needs to happen now regarding how we view industry, water usage, and consumerism, lest we face the consequences.



[illegible]

## Available from Hawker Brownlow Education

Qty	Code	Title	Price
	114003	Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids And Help Them Learn	\$32.95
	616045	Smarter Assessment in the Secondary Classroom (DVD)	\$345.00
Total (plus freight) \$			

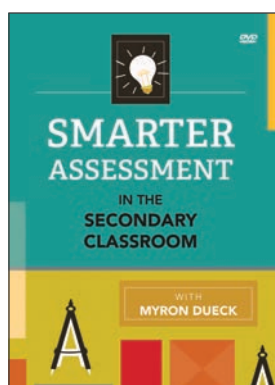


### Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids And Help Them Learn

Myron Dueck • 781760014063

In this lively and eye-opening book, educator Myron Dueck reveals how many of the assessment policies that teachers adopt can actually prove detrimental to student motivation and achievement and shows how we can tailor policies to address what really matters: student understanding of content. Grading Smarter, Not Harder is brimming with reproducible forms, templates, and real-life examples of grading solutions developed to allow students every opportunity to demonstrate their learning. Written with abundant humor and heart, this book is a must-read for all teachers who want their grades to contribute to, rather than hinder, their students' success.

114003 • \$32.95



### Smarter Assessment in the Secondary Classroom (DVD)

Myron Dueck • 9781760019648

In this video, author and educator Myron Dueck explains how assessment and grading policies can be tailored to focus on what really matters: student understanding of content. You'll visit a variety of secondary classrooms where teachers are using Dueck's practical strategies to assess and grade smarter, not harder. Rather than grading every assignment regardless of its purpose, the teachers organise lessons according to learning goals and identify clear levels of performance to keep the focus on learning. Smarter Assessment in the Secondary Classroom shows how well-planned and well-executed assessment and grading policies can contribute to, rather than impede, student achievement.

616045 • \$345.00

Attention ..... Order Number .....

Name of School .....

Address .....

..... State ..... P/Code .....

Country .....

Email: .....

☐ Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

#### Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order or to find out more about our resources visit

**www.hbe.com.au**

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at [www.hbe.com.au](http://www.hbe.com.au).

**Online 'On Account' ordering now available!**

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.