



## Stage 3 Term 4, 2024

### Connection– Data and Decisions

<p><b>Enduring Understanding</b> Understanding our role in consumerism empowers us to make mindful decisions about our needs and wants, shaping a more responsible and sustainable world. - Each of us has the power to make a difference.</p>	<p><b>Faith and Character Formation</b> Jesus is always with me God’s grace is enough for me Jesus can use me just as I am We can connect with a church family</p>	
<p><b>Knowledge</b> <b>What do we want students to know?</b></p>	<p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Distinguishing between needs and wants and recognising that consumer choices need to be made when allocating resources.</li> <li>Describing factors that influence choices as consumers and explain why it is important to be informed when making consumer and financial decisions. Identifying the purpose of business and recognising the different ways that businesses provide goods and services.</li> </ul>	
<p><b>Concepts</b> <b>What do we want students to conceptually understand?</b></p>	<p>Process, Sustainability, Values, Business, Resourcefulness, Industry, Consumerism, Impact</p>	
<p><b>Learning Habits</b> <b>What do we want students to be able to do and who we want them to become</b></p>	<p><b>Communication</b> - I communicate clearly and appropriately through different formats - I ask pertinent, open-ended questions that enhance my understanding and the learning of others - I listen with empathy, respect and understanding.</p> <p><b>Creative Thinking</b> - I think flexibly to creates new and original ideas - I apply the principles of design thinking to improve a situation or problem - I apply multiple intelligences to my learning</p>	<p><b>Reflection</b> - I independently reflect on my learning and apply strategies to see improvement - I can apply constructive feedback - I can independently assess my learning progress and adjust to meet and set new goals</p>
<p><b>Action</b> <b>What might our students do now?</b></p>	<p>Students will actively apply their understanding of consumerism by making thoughtful choices that prioritise responsibility, sustainability, and the distinction between needs and wants. Students will consider their power to make an impact on the world around them.</p>	

<p><b>Progressive Summative Assessment</b> Students will show their learning through:</p> <ul style="list-style-type: none"> <li>Venn diagram of needs and wants</li> <li>Production process of the food and fibre industry</li> <li>Persuasive oral presentation on consumerism</li> </ul>	<p><b>Suggested Parent Engagement</b></p> <ul style="list-style-type: none"> <li>Investigate the origins of your food and products your family purchases.</li> <li>Go grocery shopping together and discuss how the food gets to these places. Would they be different processes? i.e. Farmer to Coles vs Farmer to fruit shop.</li> <li>Find where items were made - tags on clothing, labels on toys, icons on foods – research these countries</li> <li>Watch a documentary together and discuss the key features (please use family discretion for PG ratings these are just some ideas) <ul style="list-style-type: none"> <li>Minimalism: A Documentary about the Important Things</li> <li>Tidying Up with Marie Kondo</li> <li>How it’s Made – food and fibre industry</li> </ul> </li> </ul>
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Links with Learning Areas			
English		Mathematics	Languages
Science		HPE	Technologies (Digital)
Christian Worldview		HASS (Economics and Business)	The Arts

Literacy Focus		Numeracy Focus	
Concepts	Skills	Concepts	Skills
Creating persuasive texts	Writing for a specific audience	Angles	Estimate, construct and measure angles and identify the relationship
Persuasive language	Using high and low modality words	Area and perimeter	Use the formula to find the area of a rectangle and angle properties to solve problems
Creating presentations	Using appropriate text structures	Financial Maths	Solve problems involving the area and perimeter of regular and irregular shapes using appropriate metric units
Analysing persuasive texts	Analysing and examining author’s purpose and bias	Problem solving using operations	Use mathematical modelling to solve financial and other practical problems
Analysing visual imagery and their purpose and effect	Oral presentation skills of voice, expression, volume, eye contact	Estimation	Check the reasonableness of calculations
	Recording digital presentations	Properties of numbers	
	Using visual imagery to influence audience		