



Stage 3, Term 2 2025
Sustainability

<p>Enduring Understanding Human actions and environmental changes, including extreme weather, impacts nature's balance.</p>	<p>Faith and Character Formation</p> <ul style="list-style-type: none"> • God Is in control. • God is faithful and uses us to serve Him and others. • God's Word helps guide our choices and actions to serve and love others. 		
<p>Knowledge What do we want students to know?</p>	<p>An inquiry into:</p> <ul style="list-style-type: none"> • How living things adapt to survive in their habitats • The impact of human actions and extreme weather events on ecosystems • How sustainable actions can maintain nature's balance 		
<p>Concepts What do we want students to conceptually understand?</p>	<p>Sustainability ▪ Human Impact ▪ Ecosystems ▪ Environmental Change</p>		
<p>Learning Habits What do we want students to be able to do and who we want them to become</p>	<p>Collaboration</p> <ul style="list-style-type: none"> • I work with others to achieve shared goals • I contribute to discussions, and help combine our thoughts to make decisions as a group • I help manage roles and responsibilities within a group, while maintaining positive group dynamics 	<p>Completion of tasks</p> <ul style="list-style-type: none"> • I set goals for completing tasks (at school and home) and stay focused on the steps needed to finish • I break assignments down into manageable steps and stick to a plan for completion • I reflect on my work and seek feedback for what went well and what could be improved 	<p>Resourcefulness</p> <ul style="list-style-type: none"> • I show initiative, making the best use of what's available to solve problems effectively • I can adapt to change and be flexible • I share ideas and resources with others, working together to find creative solutions to problems
<p>Action What might our students do now?</p>	<p>Students will protect the environment that God has created, have confidence to raise awareness and commitment to adopting personal sustainable practices. They may also participate or serve in programs or organisations that have a positive influence in our ecosystem.</p>		
<p>Progressive Summative Assessment</p>		<p>Suggested Parent Engagement</p>	
<p>Students will show their learning through:</p> <ul style="list-style-type: none"> • Creating a collaborative <i>Behind The News</i> presentation • Writing an information report about a Sustainable project or organisation 		<ul style="list-style-type: none"> • Visit a community organisation involved in sustainability and conservation, such as; Redlands IndigiScapes, Currumbin Sanctuary, • Join a local organisation to help our environment, for example your local BushCare Group • Read non-fiction books including those of living things and ecosystems 	
<p>Links with Learning Areas</p>			
<p>English</p>		<p>Mathematics</p>	<p>Languages</p>
<p>Science</p>		<p>HPE</p>	<p>Technologies (Digital)</p>
<p>Formation</p>		<p>HASS</p>	<p>The Arts</p>
<p>Literacy Focus</p>		<p>Numeracy Focus</p>	
<p>Concepts</p> <ul style="list-style-type: none"> • Informative writing • Non-Fiction text structures and features • Presentation delivery 	<p>Skills</p> <ul style="list-style-type: none"> • Research • Note taking • Factual writing • Speaking / presenting • Sentence writing • Spelling, grammar and punctuation 	<p>Concepts</p> <ul style="list-style-type: none"> • Grid coordinates • Shapes and two-dimensional nets • Transformations and symmetry • Shape formulas • Tessellations • Data and statistics 	<p>Skills</p> <ul style="list-style-type: none"> • Identify and use grid coordinates to locate and move positions • Connect shapes to their two-dimensional nets • Use formulas to calculate areas of rectangles and angles • Analyse and compare statistical data, using digital tools