The WAG for Animal Welfare program and associated resources, address many Domains outlined in the AusVELS Curriculum document. We have detailed some of these connections for you. Your exploration of topics and interpretation of material may extend beyond the outcomes listed below.

Level 3

**Civics and Citizenship**

Learning Focus

Students build on their understanding of Australian society. They learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life.

Students learn about the different types of groups in the community and their functions, for example; local volunteer groups and environmental organisations.

They explore the differences between rules and laws, why we have them, what role they serve and how they can be changed.

Students engage in democratic processes to plan and carry out activities and events at the school or in the local community, for example; contributing in community events.

They participate in community, school and/or home based projects designed to protect and care for the natural and build environment.
Level 3

Communication
Learning Focus
Students explore a range of aural, written and visual communication forms which illustrate a variety of perspectives on a range of topics and ideas.

Design, Creativity and Technology
Learning Focus
Understand that people use creative, imaginative and inventive thinking to help them meet human needs and wants.
Develop skills in the use of a variety of simple production techniques, such as cutting, mixing, shaping, joining and assembling a range of ingredients to produce products.
Production techniques could include cutting with a knife, measuring with a jug etc.
Materials could include paper and cardboard, food ingredients, fabrics, plants etc.

Science
Learning Focus
Science knowledge and understanding
The nature of the similarities between and diversity of living things and their sustainable relationships with each other and their environment.
Students identify and describe the structural features of living things, including plants and animals.

Level 3

English
Reading and viewing
Identify the point of view in a text and suggest alternative points of view.
Understand how different types of texts vary in use of language choices, depending on their purpose and context (ACELA 1478).
Speaking and Listening
Learn extended and technical vocabulary and ways of expressing opinions (ACELA 1484).
Listen and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY 1676).

Writing
Reread texts for meaning (ACELY1683)
Students texts include writing and images to express and develop in some detail; experiences, events, information, ideas and characters (ACELY 1682)

Mathematics
Problem solving: includes formulating and modelling authentic situations.
Money and financial values
Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)
Towards level 4 – solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)

Level 3
Humanities – Economics
Students describe a variety of economic activities, in particular those in which they are involved, such as shopping, gardening and keeping a pet.
Students identify a number of jobs using categories or pictures.

Working towards level 6 standards which identify that:
Students distinguish between paid and unpaid work and compare different types of work in the local community.
Students organise information from a number of sources to review group economic actions such as planning to buy a new pet for the family of organising a school fair.
**Interpersonal Development**

**Learning Focus**

Students are encouraged to think about their values and how these affect their feelings and behaviours.

They learn about empathy and use this to begin to respond to the needs of others.

In teams, students work towards the achievement of agreed goals within a set timeframe.

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**Level 4**

**Civics and Citizenship**

**Learning Focus**

Students learn about the different types of groups in the community and their functions, for example; school groups and local volunteer groups such as charitable and environmental organisations.

They develop knowledge about their community and environmental organisations and a sense that individual contributions can care for and improve their environment, their own lives and the lives of others.

They explore differences between rules and laws, why we have them, what role they serve and how they can be changed.

They participate in community, school and/or home based projects designed to protect and care for the natural and built environment and promote the sustainable management of resources, and contributing to community events.

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**Communication**

**Learning Focus**

Students explore a range of aural, written and visual communication forms which illustrate a variety of perspectives on a range of topics and ideas.

Students learn to identify the main message and develop their own interpretation and provide evidence to support it.

They explore reasons for other interpretations not being the same as theirs and learn to respect the right of others to express opinions.
Level 4

Design, Creativity and Technology

Learning Focus

Develop skills in the use of a variety of simple production techniques, such as cutting, mixing, shaping, joining and assembling a range of ingredients to produce products.

Production techniques could include cutting with a knife, measuring with a jug etc.

Materials could include paper and cardboard, food ingredients, fabrics, plants etc.

Mathematics

Problem solving: includes formulating and modelling authentic situations.

Money and financial values

Solve problems involving purchases and the calculation of change to the nearest 5 cents with and without digital technologies (ACMNA080)

Science

Learning Focus

Science knowledge and understanding

The nature of the similarities between and the diversity of living things and their sustainable relationships with each other and their environment.

Students practice framing questions that interest them and drawing from locally based issues, such as sustainability of farming practices or effectiveness of school recycling programs, etc.
Level 4

**Humanities – Economics**

Students describe a variety of economic activities, in particular those in which they are involved, such as shopping, gardening and keeping a pet.

Students identify a number of jobs using categories or pictures.

Working towards level 6 standards which identify that:

- Students distinguish between paid and unpaid work and compare different types of work in the local community.
- Students organise information from a number of sources to review group economic actions such as planning to buy a new pet for the family or organising a school fair.

**Interpersonal Development**

**Learning Focus**

Students are encouraged to think about their values and how these affect their feelings and behaviours.

They learn about empathy and use this to begin to respond to the needs of others.

In teams, students work towards the achievement of agreed goals within a set timeframe.