

RED = Trans-disciplinary and Disposition standards.

**Trans-disciplinary and disposition standards apply to more than one subject and will be used/taught in a cross-curricular manner. This standard is, however, explicitly taught in this subject.*

| Standard 1: Investigate Learners will understand that investigating the needs of the community makes service effective | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|-------|-------|-------|-------|-------|-------|-------|------|------|------|------|------|------|------|
| 1.1. Understand how our interests skills and talents can be applied to community need | Green | Green | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue |
| 1.2. Identify community cause or concern that helps advance our knowledge, skills, understandings | | | Blue | Blue | Blue | Blue | Blue | | | | Blue | Blue | Blue | Blue |
| 1.3 Use action research methods , to authenticate a community need; <ul style="list-style-type: none"> Media Interviews surveys observation | Green | Green | Blue | Blue | Green | Green | Green | Blue | Blue | Blue | Blue | Blue | Blue | Blue |
| 1.4 Identify reciprocal community partnerships | Green | Green | | | | | | | | | | | | |
| 1.5 Demonstrate collaboration by creating or working with a variety of partners, for example; <ul style="list-style-type: none"> youth educators families community members community based organisations | Blue | Blue | Green | Green | Green | Green | Green | Blue | Blue | Blue | Blue | Blue | Blue | Blue |

| Standard 2: Preparation and Planning Learners understand that preparation and planning ensure that the goals and needs are met | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|-------|-------|------|------|-------|-------|-------|------|------|------|------|------|------|------|
| 2.1 Develop questions for a deeper understanding | | | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue |
| 2.2 Examine preconceptions and assumptions | | | | | | | | | | | Blue | Blue | Blue | Blue |
| 2.3 Understanding social and civic issues related to this cause | | | | | Green | Green | Green | Blue | Blue | Blue | Blue | Blue | Blue | Blue |
| 2.4 Make connections to my learning and the world around us | Green | Green | Blue | Blue | Blue | Blue | Blue | | | | | | | |
| 2.5 Identify and analyse different points of view of all involved | | | | | | | | | | | Blue | Blue | Blue | Blue |
| 2.6 Identify and develop specific skills needed to apply knowledge toward the community need | Blue | Blue | | | Green | Green | Green | | | | Blue | Blue | Blue | Blue |
| 2.7 Generate ideas and develop a plan of action with specific roles and responsibilities for all involved | | | | | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue |

2.8 Identify learning and project goals and recognize the difference

| Standard 3: Action Learners understand that implementing a plan of action generates change and results | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|----|---|---|---|---|---|---|---|---|---|---|----|----|----|
| 3.1 Implement, monitor and adjust the action plan <ul style="list-style-type: none"> • Direct • Indirect • Advocacy • Research | | | | | | | | | | | | | | |
| 3.2 Fulfil, adjust and augment our roles and responsibilities as needed | | | | | | | | | | | | | | |
| 3.3 Develop skills in decision making and problem solving throughout the process | | | | | | | | | | | | | | |
| 3.4 Document the process to collect evidence | | | | | | | | | | | | | | |

| Standard 4: Reflection (trans-disciplinary) Learners understand that reflection is ongoing, prompting deep thinking and analysis about oneself, and one's relationship to society | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|----|---|---|---|---|---|---|---|---|---|---|----|----|----|
| 4.1 Understand the meaning and value of reflection in learning and in life | | | | | | | | | | | | | | |
| 4.2 Select the appropriate modality to reflect based on purpose and preference <ul style="list-style-type: none"> • Kinaesthetic • Artistic • Verbal • Written | | | | | | | | | | | | | | |
| 4.3 Articulate and demonstrate understanding | | | | | | | | | | | | | | |
| 4.4 Reflect to increase understanding of self and others by: describing what happened (cognitive), expressing feelings (affective), generating ideas (taking initiative), asking questions (ongoing inquiry) | | | | | | | | | | | | | | |
| 4.5 Reflect on the implementation on our plan of action | | | | | | | | | | | | | | |
| 4.6 Make explicit connections between the learning, dispositions and outcome | | | | | | | | | | | | | | |

| Standard 5: Demonstration/Communication (trans-disciplinary) Learners recognize that through demonstration and communication they solidify their understanding and evoke response from others | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|----|---|---|---|---|---|---|---|---|---|---|----|----|----|
| 5.1 Consolidate ongoing evidence of the learning and the service | | | | | | | | | | | | | | |
| 5.2 Articulate to an audience what I learned, how I learned, and how we contributed to meeting a community need <ul style="list-style-type: none"> • Performance • Blogging • Presentations • Conclusive Journal entry • Photos • Illustrations • Newspaper articles • Letter • Scrap book • Video | | | | | | | | | | | | | | |
| 5.3 Make suggestions for ongoing collaborative improvement | | | | | | | | | | | | | | |
| 5.6 Receive and reflect on responses on the responses from the targeted audiences | | | | | | | | | | | | | | |