

Personal observations during whole-class discussions led me to mindfully consider this context as an opportunity to personalise the curriculum and provoke deep learning (APST 2.2; 2.3).

I applied my extensive knowledge and understanding of the Australian Curriculum to align the deep learning context explicitly with year three content (APST 2.3).

Unit overview			
Unit title	Year level	Key learning area	Timing and duration of unit
Sorry is more than a word	Three	Humanities and Social Sciences (HaSS) F-6	4 lessons and then summative assessment
<b>Context overview</b>			
<p>During a morning meeting, I asked students to share key dates they would like to add to the classroom calendar in May. ██████ a First Nations student shared that he overheard his parents talking about 'a sorry day'. This confused yet fascinated the class, as many of the students had never heard of this day. A discussion was provoked about National Sorry Day and its significance for First Nation Australians. ██████ raised his hand, "Why doesn't our school celebrate Sorry Day?"</p>			
<b>Achievement standard</b>			
<p>By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.</p> <p>Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives, and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.</p>			
<b>Content descriptions</b>			
<b>Strand:</b> Knowledge and understanding <b>Sub Strand:</b> History		<b>Strand:</b> Skills <b>Sub Strand:</b> Concluding and decision-making	
Significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals (AC9HS3K02).		Propose actions or responses to an issue or challenge that consider possible effects of actions (AC9HS3S06).	
(Australian Curriculum, Assessment and Reporting Authority [ACARA], 2018, version 8.4)			
<b>Deep Learning Global competency</b>			
Communication	The global competency of communication will be embedded in the teaching, learning and assessment of this HaSS unit, as students partner with Indigenous Elders, specialised organisations, and their community to listen to stories, ask questions, and gain a deeper understanding of the learning topic. Cooperative learning experiences will enable the children to engage and communicate with peers with the purpose to promote identity, history and diversity of Australian First Nations people. The summative assessment task requires students to share with an audience their knowledge of Indigenous history, stories, and perspectives with the intent to raise awareness and promote the significance of the event, National Sorry Day.		

<b>General capabilities</b>	
Intercultural understanding	This unit's teaching, learning and assessment, is centred around the general capability of intercultural understanding, focusing on the element, reflecting on culture and cultural diversity, and the third level of the sub-element, reflect on the relationship between cultures and identities. Throughout this sequence of deep learning, students will develop an intercultural understanding as they discuss Indigenous cultural diversity, draw connections to understand the significant events that are important to Aboriginal and Torres Strait Islander identity and come to recognise the significance of National Sorry Day for Australian First Nations people. The summative assessment task enables students to share their developed intercultural understanding with the school community, raising awareness and promoting National Sorry Day.
Personal and Social Capability	The personal and social general capability, specifically the element; social management, will guide this unit's teaching, learning and assessment through the sub-element; collaboration, at level three. This sub-element will support student's ability to initiate and manage successful personal partnerships through participation in a range of learning experiences. Opportunities will be made for the class to collaborate with community members and specialised guests to initiate a deeper understanding of the learning topic. Furthermore, pupils will cooperate in groups each lesson to constructively contribute ideas, make decisions, and create strategies to plan an event to raise awareness and promote National Sorry Day.
<b>Cross curriculum priorities</b>	
Aboriginal and Torres Strait Islander Histories and Cultures	The cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures will be embedded in this unit's teaching, learning and assessment, focusing on the organising idea 'people', more specifically A_TSIP3, the significant and ongoing contributions of First Nations Australians and the acknowledgement of their histories and cultures. Throughout the sequence of lessons, students will have the opportunity to communicate with local Indigenous Elders and First Nation organisations to understand their diverse background, experiences, values, and perspectives. These experiences will deepen their knowledge of Indigenous history, the significant events of the stolen generations and the reason Australia commemorates National Sorry Day. This developed understanding will enable the class to create a plan of action to acknowledge Aboriginal and Torres Strait Islander history and raise awareness of National Sorry Day in the school community.

This deep learning context optimises the opportunity to develop fundamental Cross-curriculum priorities and General capabilities that will enrich student learning and grant them a better understanding of the National Sorry Day (APST 2.3)