

Australian Curriculum Links - Course 5

Health and Physical Ed	Topics	English	Topics	The Arts	Topics	HASS	Topics
Investigate the impact of transition and change on identities ACPPS070	1-15	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning ACELY1804	1-15	Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes ACADRM040	1 2 10 11 14	Develop and use criteria to make informed decisions and judgements ACHASSI161	1 3 5 8 9
Evaluate strategies to manage personal, physical and social changes that occur as they grow older ACPPS071	2 4-15	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723	3-10 15	Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions ACADRM041	6 9-12 14	Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects ACHASSI162	1 3 - 5 8
Practise and apply strategies to seek help for themselves or others ACPPS072	1-15	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing ACELY1720	5 8 15	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect ACADRM042	1 11 14		
Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing ACPPS074	1-15	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas ACELY1725	7 12	Perform devised and scripted drama maintaining commitment to role ACADRM044	1 10-12 14		

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity ACPPS075	1-15			Experiment with visual arts conventions and techniques to represent a theme, concept or idea in their artwork ACAVAM118	3		
				Practise techniques and processes to enhance representation of ideas in their art-making ACAVAM121	3 7		
				Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience ACAVAM122	3		
				Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text ACAMAM066	13		
				Plan, structure and design media artworks that engage audiences ACAMAM069	13		

GENERAL CAPABILITIES

<i>Personal and social capability (Emotional Intelligence)</i>	<i>Ethical Understanding</i>	<i>Critical and Creative Thinking</i>
<p>Self-awareness</p> <ul style="list-style-type: none"> • Examine influences on and consequences of their emotional responses in learning, social and work-related contexts • Predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers • make a realistic assessment of their abilities and achievements, and prioritise areas for improvement <p>Self-management</p> <ul style="list-style-type: none"> • Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour • Select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals • Assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence <p>Social awareness</p> <ul style="list-style-type: none"> • Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view • Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities • Identify indicators of possible problems in relationships in a range of social and work-related situations <p>Social management</p> <ul style="list-style-type: none"> • Analyse enablers of and barriers to effective verbal, nonverbal and digital communication • Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives • Assess individual and group decision-making processes in challenging situations • Assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations 	<ul style="list-style-type: none"> • Analyse behaviours that exemplify the dimensions and challenges of ethical concepts • Analyse the ethical dimensions of beliefs and the need for action in a range of settings • Analyse inconsistencies in personal reasoning and societal ethical decision making • Investigate scenarios that highlight ways that personal dispositions and actions can affect consequences • Analyse perceptions of occurrences and possible ethical response in challenging scenarios • Assess the relevance of beliefs and the role and application of values in social practices • Analyse rights and responsibilities in relation to the duties of a responsible citizen • Draw conclusions from a range of points of view associated with challenging ethical dilemmas 	<ul style="list-style-type: none"> • Pose questions to probe assumptions and investigate complex issues • Clarify information and ideas from texts or images when exploring challenging issues • Critically analyse information and evidence according to criteria such as validity and relevance • Draw parallels between known and new ideas to create new ways of achieving goals • Generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting • Predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action • Assess assumptions in their thinking and invite alternative opinions • Evaluate and justify the reasons behind choosing a particular problem-solving strategy • Justify reasons for decisions when transferring information to similar and different contexts • Differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions • Explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified