



PeaceWiseKids
peacemakers for life

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COURSE 2 PeaceWiseKids Curriculum

AUSTRALIAN CURRICULUM

Health and Physical Education	Topics	English	Topics	The Arts	Topics	HASS	Topics	Science/Maths	Topics
Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	6	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) <i>Year 1</i>	1-15	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)	1-9 13 14	Explore a point of view (ACHASSI022)	1-8 10 11 13 14	Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)	13
Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	1-15	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) <i>Year 1</i>	1-15	Create and display artworks to communicate ideas to an audience (ACAVAM108)	1-8 10 13-15				
Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	1-15	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) <i>Year 1</i>	1-2 4-6 11 13-15	Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)	1-3 6-7 9 11 13-14				
Describe ways to include others to make them feel they belong (ACPPS019)	6 8 9	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) <i>Year 2</i>	1-15	Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)	1-3 6-7 9 11 13-14				
Identify and practise emotional responses that account for own	1-15	Use interaction skills including initiating topics, making positive statements and voicing	1-15	Explore ideas, characters and settings in the community through	3				

and others' feelings (ACPPS020)		disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) <i>Year 2</i>		stories in images, sounds and text (ACAMAM054)					
Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)	11	Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) <i>Year 2</i>	1 4 5 9	Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)	3				
		Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) <i>Year 2</i>	1 3-5 7 9-15	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	7				
		Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) <i>Year 2</i>	2	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	6 7 15				
				Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)	7				

GENERAL CAPABILITIES

<i>Personal and social capability</i>	<i>Ethical Understanding</i>	<i>Critical and Creative Thinking</i>
<p>Self-awareness</p> <ul style="list-style-type: none"> • compare their emotional responses with those of their peers • identify and describe personal interests, skills and achievements and explain how these contribute to family and school life • reflect on what they have learnt about themselves from a range of experiences at home and school <p>Self-management</p> <ul style="list-style-type: none"> • describe ways to express emotions to show awareness of the feelings and needs of others • set goals in learning and personal organisation by completing tasks within a given time <p>Social awareness</p> <ul style="list-style-type: none"> • describe similarities and differences in points of view between themselves and people in their communities • describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them • identify ways to care for others, including ways of making and keeping friends <p>Social management</p> <ul style="list-style-type: none"> • discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers • identify cooperative behaviours in a range of group activities • practise individual and group decision making in situations such as class meetings and when working in pairs and small groups • practise solving simple interpersonal problems, recognising there are many ways to solve conflict • discuss ways in which they can take responsibility for their own actions 	<ul style="list-style-type: none"> • describe ethical concepts, such as right and wrong, honesty, fairness and tolerance • discuss ethical concepts within a range of familiar contexts • discuss how people make decisions about their actions and offer reasons why people’s decisions differ • describe the effects that personal feelings and dispositions have on how people behave • give examples of how understanding situations can influence the way people act • discuss some agreed values in familiar contexts • identify their rights and associated responsibilities and those of their classmates • recognise that there may be many points of view when probing ethical dilemmas and identify alternative views 	<ul style="list-style-type: none"> • pose questions to identify and clarify issues, and compare information in their world • build on what they know to create ideas and possibilities in ways that are new to them • identify and compare creative ideas to think broadly about a given situation or problem • investigate options and predict possible outcomes when putting ideas into action • use information from a previous experience to inform a new idea • identify reasoning used in choices or actions in specific situations • identify alternative courses of action or possible conclusions when presented with new information • evaluate whether they have accomplished what they set out to achieve