



COURSE 4 PeaceWiseKids Australian Curriculum Outcomes

**AUSTRALIAN CURRICULUM v9**

English	Topics	HASS	Topics	The Arts	Topics	Health and Physical Education	Topics
use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5LY05)	6, 10	evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS5S04, AC9HS6S04)	8	explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama (AC9ADR6D01)	9	analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)	1-15
use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02)	1-15	present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions (AC9HS5S07, AC9HS6S07)	4, 11, 12, 14	develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms (AC9ADR6C01)	4, 9	describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04)	1-15
plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation (AC9E5LY06)	10	propose actions or responses to issues or challenges and use criteria to assess the possible effects (AC9HS5S06, AC9HS6S06)	1-15	rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings (AC9ADR6P01)	4, 9	apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06)	1-15



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present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others (AC9E5LE02)	6	evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS5S04, AC9HS6S04)	4,	use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning (AC9AVA6C01)	1, 3, 5, 7, 11, 12, 14	investigate different sources and types of health information and how these apply to their own and others' health choices (AC9HP6P09)	6, 9
plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)	1, 13, 14	develop questions to investigate people, events, developments, places and systems (AC9HS5S01, AC9HS6S01)	3, 9, 13	explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama (AC9ADR6D01)	1, 2, 4, 11, 12, 13	explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01)	7
use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14			develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms (AC9ADR6C01)	1, 2, 11, 12, 13		
Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices (AC9E6LE05)	14			rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings (AC9ADR6P01)	2, 12		
plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments	3, 15			select and present documentation of visual arts practice, and display artworks in	1, 12		



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and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E6LY07)				informal and/or formal settings (AC9AVA6P01)			
use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05)	3,			present media arts works in informal and/or formal settings using responsible media practice (AC9AMA6P01)	1		
				manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meaning when composing and practising music for performance, and notate, document and/or record the music they compose (AC9AMU6C01)	5		
				perform music in a range of forms they have learnt and/or composed in informal and/or formal settings (AC9AMU6P01)	5		



## GENERAL CAPABILITIES v9

You will find that very many of these capabilities will be addressed through the course, although we have not sought to link to specific lesson plans.

Personal and social capability	Ethical Understanding	Critical and Creative Thinking
<p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>analyse the influence that choices have on developing personal qualities and identify areas for growth</li> <li>analyse the influence of different factors and situations on their emotional responses</li> <li>analyse personal abilities and achievements by seeking feedback</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>select and use strategies to monitor own learning and refine goals to plan for further improvement</li> <li>manage personal factors influencing emotions in a range of contexts including learning</li> <li>adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks</li> </ul> <p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li>explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness</li> <li>identify and describe a variety of relationships, and the roles and responsibilities of people within them</li> <li>explain the way their actions and the actions of others influence communities</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>apply skills to address factors that influence verbal and non-verbal communication</li> <li>coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs</li> <li>select and use different leadership approaches when acting as a sole leader or leading with others</li> <li>explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions</li> </ul>	<p><b>Understanding ethical concepts &amp; perspectives</b></p> <ul style="list-style-type: none"> <li>identify and describe ethical concepts, such as truth and justice and explain how perspectives may vary according to the situation or context</li> <li>explain how habits and behaviour shape character and examine how they inform ethical perspectives</li> </ul> <p><b>Responding to ethical issues</b></p> <ul style="list-style-type: none"> <li>describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making</li> <li>describe how ethical perspectives or approaches to ethical issues may vary in different situations</li> <li>consider alternative ethical responses to an issue when making and reflecting on ethical decisions</li> </ul>	<p><b>Inquiring</b></p> <ul style="list-style-type: none"> <li>develop questions to examine unfamiliar ideas and topics</li> <li>identify and examine relevant information and opinion from a range of sources, including visual information and digital sources</li> </ul> <p><b>Generating</b></p> <ul style="list-style-type: none"> <li>create possibilities by changing, combining or elaborating on new and known ideas in a variety of creative ways</li> <li>consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option</li> <li>put ideas into action by predicting potential or future outcomes and systematically testing a range of options</li> </ul> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area</li> <li>draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made</li> </ul>



		<ul style="list-style-type: none"><li>• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions</li></ul> <p>Reflecting</p> <ul style="list-style-type: none"><li>• identify and reflect on thinking and assumptions when completing activities or drawing conclusions</li><li>• invite alternative perspectives or feedback in order to improve future outcomes</li><li>• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose</li></ul>
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