



COURSE 5 PeaceWiseKids Australian Curriculum Outcomes

AUSTRALIAN CURRICULUM v9					
Health and Physical Ed	Topics	English	Topics	The Arts	Topics
Analyse and reflect on the influence of values and beliefs on the development of identities (AC9HP8P01)	1-15	Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts (AC9E7LY02)	1-15	Develop performance skills relevant to selected drama styles and/or forms (AC9ADR8D01)	2, 10, 11, 14,
Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes (AC9HP8P02)	2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas (AC9E7LY05)	3, 4, 5, 6, 7, 8, 9, 10, 13, 15	Reflect on their own and others' drama to inform choices when manipulating elements of drama and/or conventions to shape dramatic action (AC9ADR8D02)	6, 9, 10, 11, 14
Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08)	1-15	Plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace (AC9E7LY07)	5, 8, 15	Improvise and devise drama and/or interpret scripted drama, manipulating elements of drama and applying conventions relevant to the style/form (AC9ADR8C01)	11, 14



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Health and Physical Ed	Topics	English	Topics	The Arts	Topics
Examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04)	1-15	Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E7LY06)	7, 12,	Rehearse and perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions relevant to style and/or form (AC9ADR8P01)	10, 11, 12, 14
Analyse factors that influence emotional responses and devise strategies to self-manage emotions (AC9HP8P06)	1-15			Experiment with visual conventions, visual arts processes and materials to develop skills (AC9AVA8D01)	3,
Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent (AC9HP8P07)	9			Select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning (AC9AVA8C02)	3, 7,
				Curate and present examples of their visual arts practice to accompany exhibits of their artworks to communicate ideas, perspectives and/or meaning to audiences (AC9AVA8P01)	3,
				Develop media production skills throughout the production process to construct representations using media languages and media technologies (AC9AMA8D01)	13



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Health and Physical Ed	<i>Topics</i>	English	<i>Topics</i>	The Arts	<i>Topics</i>
				Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning for specific audiences using responsible media practice (AC9AMA8C02)	13



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>Self-awareness</p> <ul style="list-style-type: none"> • evaluate strategies for developing personal qualities and describe how they assist achieving growth • evaluate how emotional responses influence behaviour and consider the consequences of these responses • plan a personal response to a range of contexts using feedback from previous experiences <p>Self-management</p> <ul style="list-style-type: none"> • use and refine strategies that contribute to regulating behaviour and achieving learning goals • manage emotional responses, designing strategies to self-manage in a range of contexts • select, apply and refine strategies to persevere when faced with unexpected or challenging contexts <p>Social awareness</p> <ul style="list-style-type: none"> • acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own communities • analyse indicators of healthy and challenging relationships, and how to manage the differences • analyse roles and responsibilities of citizens within communities <p>Social management</p> <ul style="list-style-type: none"> • demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication • appreciate diverse perspectives in a range of collaborative contexts, demonstrating negotiation skills to improve ways of working and outputs • devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process 	<p>Understanding ethical concepts & perspectives</p> <ul style="list-style-type: none"> • analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts • describe the relationship between the role of individual, and community values, rights and responsibilities, and ethical norms when responding to ethical issues • explain how different traits such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses <p>Responding to ethical issues</p> <ul style="list-style-type: none"> • explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making • analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues • consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes 	<p>Inquiring</p> <ul style="list-style-type: none"> • develop questions to investigate complex issues and topics • questions developed assist in forming an understanding of why phenomena or issues arise • identify and clarify significant information and opinion from a range of sources, including visual information and digital sources • evaluate the accuracy, validity and relevance of the information and opinion to the topic of study <p>Generating</p> <ul style="list-style-type: none"> • create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations • consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option • put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations <p>Analysing</p> <ul style="list-style-type: none"> • identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for



- devise and analyse individual and group decision-making processes
- select and apply conflict prevention and resolution strategies in a range of contexts, based on an evaluation of suitability and effectiveness

understanding by using approaches and strategies suitable for the context

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

Reflecting

- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives, feedback and consider reasonable criticism to adjust thinking and approaches
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made