



AUSTRALIAN CURRICULUM v9

| Health and Physical Ed | Topics | English | Topics | Drama | Topics |
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| Analyse factors that shape identities and evaluate how individuals influence the identities of others (AC9HP10P01) | 1-15 | Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts (AC9E9LY02) | 1-15 | Develop performance skills and/or techniques to manipulate elements of drama and/or use conventions to communicate the physical and psychological aspects of roles and characters consistent with intentions (AC9ADR10D01) | 3, 5, 7, 8, 12, |
| Refine, evaluate and adapt strategies for managing changes and transitions (AC9HP10P02) | 1-15 | Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts (AC9E9LY05) | 1, 3, 5, 6, 7, 9, 10, 12, 13 | Improvise and devise drama, and interpret scripted drama, using elements of drama and conventions to shape and manipulate dramatic action and convey intended ideas, perspectives and/or meaning (AC9ADR10C01) | 3, 7, 8, 12, |
| Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk (AC9HP10P08) | 1-15 | Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E9LY06) | 1-15 | Perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions to shape the drama (AC9ADR10P01) | 3, 5, 7, 8, 12, |
| Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04) | 1-15 | | | | |



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| Evaluate emotional responses in different situations to refine strategies for managing emotions (AC9HP10P06) | 1-15 | | | | |
| Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing (AC9HP10P10) | 4, 11, | | | | |
| examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships (AC9HP10P07) | | | | | |



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 |
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| <p>Self-awareness</p> <ul style="list-style-type: none"> • devise personally appropriate strategies to achieve growth • reflect on their emotional responses to different situations • evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p>Self-management</p> <ul style="list-style-type: none"> • adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness • regulate emotions in a range of contexts, evaluating and refining their own self-management strategies • devise, evaluate and adapt strategies to engage with unexpected or challenging situations <p>Social awareness</p> <ul style="list-style-type: none"> • evaluate the effect of people’s actions towards others’ needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness • evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships • evaluate ways of contributing to communities at local, regional, national and global levels <p>Social management</p> <ul style="list-style-type: none"> • devise strategies that apply effective verbal and non-verbal communication in response to feedback • devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members • develop and apply criteria to evaluate the outcomes of individual and group decisions • generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts | <p>Understanding ethical concepts & perspectives</p> <ul style="list-style-type: none"> • evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts • describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms • explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance <p>Responding to ethical issues</p> <ul style="list-style-type: none"> • analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions • apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues • analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions | <p>Inquiring</p> <ul style="list-style-type: none"> • develop questions to investigate complex issues and topics • questions developed facilitate increasing understanding of abstract ideas and concepts • identify and clarify significant information and opinion from a range of sources, including visual information and digital sources • evaluate the information selected to determine bias and reliability <p>Generating</p> <ul style="list-style-type: none"> • create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations • consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change • put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations <p>Analysing</p> <ul style="list-style-type: none"> • identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context • draw conclusions and make choices |



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| | | <p>when completing tasks, using analysis of complex evidence and arguments before making recommendations</p> <ul style="list-style-type: none">• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements including using a personally developed set of criteria to support judgements and decisions <p>Reflecting</p> <ul style="list-style-type: none">• reflect on the thinking and processes used when completing activities and drawing conclusions• identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback• identify, plan and justify opportunities to transfer knowledge into new contexts |
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