



COURSE 6 PeaceWiseYouth Curriculum for students in Years 9 and 10



Health and Physical Ed	Topics	English	Topics	Drama	Topics	Visual Art	Topics
Evaluate factors that shape identities and critically analyse how individuals impact the identities of others ACPPS089	1-15	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects ACELY1811	1-15	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama ACADRM047	3, 5, 7, 8, 12	Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists ACAVAM125	2
Examine the impact of changes and transitions on relationships ACPPS090	1-15	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ACELY1744	1, 3, 5, 6, 9, 10, 12, 13	Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles ACADRM048	3, 7, 8, 12	Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions ACAVAM126	2,15
Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices ACPPS092	1-15	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features ACELY1746	1-15	Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience ACADRM051	3, 5, 7, 8, 12	Develop and refine techniques and processes to represent ideas and subject matter ACAVAM127	2, 15
Investigate how empathy and ethical decision making contribute to	1-15					Plan and design artworks that represent artistic intention ACAVAM128	2, 15

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respectful relationships ACPPS093							
Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses ACPPS094	1-15						
Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities ACPPS096	4,11						

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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