



COURSE 2 PeaceWiseKids Australian Curriculum Outcomes

AUSTRALIAN CURRICULUM v9

Health and Physical Education	Topics	English	Topics	The Arts	Topics	HASS	Topics
Describe their personal qualities and those of others, and explain how they contribute to developing identities (AC9HP2P01)	6	Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions (AC9E1LY02)	1-15	Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)	1-9, 13, 14	Discuss perspectives related to objects, people, places and events (AC9HS1S04)	1-8, 10, 11, 13, 14
Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05)	1-15	Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions (AC9E2LY02)	1-15	Share artworks and/or visual arts practice in informal settings (AC9AVA2P01)	1-8 10 13-15		
Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02)	1-15	Explore how language can be used for appreciating texts and providing reasons for preferences (AC9E2LA02)	1, 4, 5, 9	Use the elements of drama and imagination in dramatic play and/or process drama (AC9ADR2D01)	1-3, 6-7, 9, 11, 13-14		
Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02)	6, 8, 9	Experiment with and begin to make conscious choices of vocabulary to suit the topic (AC9E2LA09)	1, 3-5, 7, 9-15	Create and co-create fictional situations based on imagination and/or experience (AC9ADR2C01)	1-3, 6-7, 9, 11, 13-14		



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Health and Physical Education	Topics	English	Topics	The Arts	Topics	HASS	Topics
Practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04)		Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words (AC9E2LY06)	2	Explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements (AC9AMA2D01)	3		
				Share media arts works with audiences in informal settings (AC9AMA2P01)	3		
				Develop listening skills and skills for singing and playing instruments (AC9AMU2D01)	7		
				Select and combine elements of music when composing and practising music for performance (AC9AMU2C01)	6, 7, 15		
				Use the elements of dance to choreograph dance sequences (AC9ADA2C01)	7		



## 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>describe personal qualities and how these contribute to growth</li> <li>describe the emotional responses of themselves and others</li> <li>describe what they have discovered about themselves by engaging with feedback</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>collaboratively develop goals to improve learning</li> <li>describe ways to moderate emotions in familiar contexts</li> <li>demonstrate perseverance and adaptability with unfamiliar tasks</li> </ul> <p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li>describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others</li> <li>describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts</li> <li>describe how they contribute to their communities and how others care for and assist them</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>use a range of skills to enhance verbal and non-verbal communication</li> <li>participate cooperatively in groups on common tasks and activities</li> <li>practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach</li> </ul>	<p><b>Understanding ethical concepts &amp; perspectives</b></p> <ul style="list-style-type: none"> <li>identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these</li> <li>identify values, rights and responsibilities, and shared expectations, and explain why they are important</li> <li>identify how emotions and behaviour interact, and share examples of when they match and when they do not</li> </ul> <p><b>Responding to ethical issues</b></p> <ul style="list-style-type: none"> <li>identify the similarities and differences between values such as caring, compassion and empathy</li> <li>identify different perspectives and approaches when discussing ethical issues from a given example</li> <li>identify examples of how perspectives and values influence decision-making</li> </ul>	<p><b>Inquiring</b></p> <ul style="list-style-type: none"> <li>develop questions to explore a familiar idea or topic</li> <li>questions developed are fit for the purpose of the investigation</li> <li>identify and explore relevant information from a range of sources, including visual information and digital sources</li> <li>identify and explain similarities and differences in selected information</li> </ul> <p><b>Generating</b></p> <ul style="list-style-type: none"> <li>create possibilities by connecting or creatively expanding on ideas in ways that are new to them</li> <li>consider alternatives and explore different or creative ways to approach a task or problem</li> <li>put ideas into action by experimenting with options and predicting possible results</li> </ul> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>identify the main parts of a concept or problem and describe how these relate to each other</li> <li>draw conclusions and make choices when completing tasks and explain the reasons for choices made</li> <li>evaluate whether they have accomplished what they set out to achieve, including using a given set of</li> </ul>



		<p>criteria to support decisions</p> <p>Reflecting</p> <ul style="list-style-type: none"><li>• identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions</li><li>• use ideas and information from a previous experience to inform similar learning experiences</li></ul>
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