



COURSE 3 PeaceWiseKids Curriculum for students in Years 3 and 4

AUSTRALIAN CURRICULUM Year 3

| Health and Physical Education | Topics | English | Topics | The Arts | Topics | HASS | Topics | Science/Maths | Topics |
|---|---------------------|---|--------|--|-----------------------------|---|--------|--|---------|
| Explore how success, challenge and failure strengthen identities (ACPPS033) | 2-4 6 8-15 | Language for social interactions - Understand that successful cooperation with others depends on shared use of social conventions, including turn taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) | All | Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031) | 1 2 5 8 9 13 | Evaluating and Reflecting: Reflect on learning to propose actions in response to an issue of challenge and consider possible effects of proposed actions (ACHASSI060) | 1 7 | Living things have life cycles (ACSSU072) | 4 14 |
| Explore strategies to manage physical, social and emotional change (ACPPS034) | 5 6 8 2-15 | Listening and speaking interactions - Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) | All | Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032) | 2 5 8 9 13 | Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) | 2 | Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (AC SIS057) | 4 |
| Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) | 11 12 | Listening and speaking interactions - Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792) | All | Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) | 3, 10 | Researching: Sequence information about people's lives and events (ACHASSI055) | 2 | | |

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|---|---------------------|--|--------------------|--|--------|--|--------|--|--|
| Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) | 4 6-8 10-15 | Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) | 1 7 11 12 | Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060) | 3 7 | Reflect on learning to propose actions in response to an issue of challenge and consider possible effects of proposed actions (ACHASSI060) | 1 2 | | |
| Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) | 1 3 5 7-15 | Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) | 3-5 | | | | | | |
| Investigate how emotional responses vary in depth and strength (ACPPS038) | 1 2 6 8-15 | Creating literary texts—create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601) | 6 | | | | | | |

AUSTRALIAN CURRICULUM Year 4

| Health and Physical Education | Topics | English | Topics | The Arts | Topics | HASS | Topics | Science and Maths | Topics |
|---|------------------------------------|---|--------|--|-----------------------|---|--------|-------------------|--------|
| Explore how success, challenge and failure strengthen identities (ACPPS033) | 1-4 6-11 13-15 | Language for social interactions - Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) | All | Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031) | 1 2 3 7 8 | Evaluating and Reflecting: Reflect on learning to propose actions in response to an issue of challenge and consider possible effects of proposed actions (ACHASSI060) | 1 | | |
| Explore strategies to manage physical, social and emotional change (ACPPS034) | 1 2 4-6 10 11 13-15 | Listening and speaking interactions - Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) | All | Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032) | 3 8 | Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) | 2 | | |
| Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) | 1 2 10-12 | Discuss literary experiences with others, sharing responses and expressing a point of view (ACEL1603) | 11 | Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) | 3 9 13,14 | Researching: Sequence information about people's lives and events (ACHASSI055) | 2 | | |

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|---|--|--|-------------------|--|---|--|--------|--|--|
| Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) | 1 2 4 6 7 10-15 | Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) | 12-15 | Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060) | 3 | Reflect on learning to propose actions in response to an issue of challenge and consider possible effects of proposed actions (ACHASSI060) | 2 5 | | |
| Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) | 1 3 5 7-15 | Create literary texts that explore students' own experiences and imagining (ACELT1607) | 3 4 6 15 | | | | | | |
| Investigate how emotional responses vary in depth and strength (ACPPS038) | 1 2 5 6 8-11 12 14 15 | Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) | 6 | | | | | | |
| | | Use comprehension strategies to build literal and inferred meaning to expand on content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) | 2 4 5 | | | | | | |

GENERAL CAPABILITIES

| <i>Personal and social capability</i> | <i>Ethical Understanding</i> | <i>Critical and Creative Thinking</i> |
|---|---|---|
| <p>Self-awareness</p> <ul style="list-style-type: none"> Describe the influence that people, situations and events have on their emotions Describe personal strengths and challenges and identify skills they wish to develop Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback <p>Self-management</p> <ul style="list-style-type: none"> Develop self-discipline and set goals Work independently and show initiative Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations <p>Social awareness</p> <ul style="list-style-type: none"> Discuss the value of diverse perspectives and describe a point of view that is different from their own Identify the various communities to which they belong and what they can do to make a difference Describe factors that contribute to positive relationships, including with people at school and in their community <p>Social management</p> <ul style="list-style-type: none"> Identify communication skills that enhance relationships for particular groups and purposes Describe characteristics of cooperative behaviour and identify evidence of these in group activities Contribute to and predict the consequences of group decisions in a range of situations Identify a range of conflict resolution strategies to negotiate positive outcomes to problems Discuss the concept of leadership and identify situations where it is appropriate to adopt this role | <ul style="list-style-type: none"> Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes Discuss actions taken in a range of contexts that include an ethical dimension Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others Consider whether having a conscience leads to ways of acting ethically in different scenarios Identify and describe shared values in familiar and unfamiliar contexts Investigate children’s rights and responsibilities at school and in the local community Describe different points of view associated with an ethical dilemma and give possible reasons for these differences | <ul style="list-style-type: none"> Pose questions Identify and clarify information and ideas Organise and process information Imagine possibilities and connect ideas Consider alternatives Seek solutions and put ideas into action Think about thinking (metacognition) Reflect on processes Transfer knowledge into new contexts Apply logic and reasoning Draw conclusions and design a course of action Evaluate procedures and outcomes |