



AUSTRALIAN CURRICULUM v9							
Health and Physical Education	Topics	English	Topics	The Arts	Topics	HASS	Topics
		regular words (AC9E3LY06) Year 3					
Interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours (AC9HP4P09)	4 6-8 10-15	Explore language used to develop relationships in formal and informal situations (AC9E4LA01) Year 4	1-15	Share media arts works in informal settings considering responsible media practice (AC9AMA4P01)	3 7		
Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)	1 3 5 7-15	Use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (AC9E3LY05) Year 3	3-5				
Explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06)	1-2 6-15	Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts (AC9E3LE05) Year 3	6				



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Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required (AC9HP4P07)	11-13	Create and edit literary texts by developing storylines, characters and settings (AC9E4LE05)  Year 4	3-4 6 15				
Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing (AC9HP4P10)	2 11-14	Listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information (AC9E4LY02)  Year 4	1-15			Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)	2
		Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation (AC9E4LY06)  Year 4	1 6 12			Researching: Sequence information about people's lives and events (ACHASSI055)	2



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		Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts (AC9E4LY05)  Year 4	2 4-5			Reflect on learning to propose actions in response to an issue of challenge and consider possible effects of proposed actions (ACHASSI060)	2 5



## 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>explain influences on personal qualities and how these contribute to personal growth</li> <li>explain the influence that their own behaviour has on the emotional responses of others</li> <li>build on personal abilities and achievements using feedback and self-assessment</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>plan for learning by setting improvement goals</li> <li>manage and moderate emotions in familiar contexts, using provided strategies</li> <li>demonstrate perseverance when faced with challenges, adapting approaches based on successes, and learning from setbacks and failure</li> </ul> <p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li>discuss the value of different needs, emotions, cultures and backgrounds</li> <li>identify how they can contribute to healthy relationships and manage challenging relationships</li> <li>describe the various communities beyond their own and what they can do to support them</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>apply verbal and non-verbal communication skills when responding to others</li> <li>perform designated roles within groups, appreciating everyone's contributions to a shared outcome</li> <li>guide and make leadership decisions with a view to how these</li> </ul>	<p><b>Understanding ethical concepts &amp; perspectives</b></p> <ul style="list-style-type: none"> <li>identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</li> <li>describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</li> <li>explain how emotions can affect behaviour and decision-making in different situations</li> </ul> <p><b>Responding to ethical issues</b></p> <ul style="list-style-type: none"> <li>describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making</li> <li>use examples to describe how people may have different values and perspectives that they apply to an ethical issue</li> <li>describe decision-making processes with reference to ethical perspectives and values</li> </ul>	<p><b>Inquiring</b></p> <ul style="list-style-type: none"> <li>develop questions to examine unfamiliar ideas and topics</li> <li>identify and examine relevant information and opinion from a range of sources, including visual information and digital sources</li> </ul> <p><b>Generating</b></p> <ul style="list-style-type: none"> <li>create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways</li> <li>consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option</li> <li>put ideas into action by predicting an outcome, trialling options and assessing their effectiveness</li> </ul> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>identify and prioritise significant elements and relationships within a concept or problem</li> <li>draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made</li> <li>evaluate the outcome of a task by</li> </ul>