

COURSE 1 PeaceWiseKids Australian Curriculum Outcomes

AUSTRALIAN CURRICULUM

<i>Health and Physical Education</i>	<i>Topics</i>	<i>English</i>	<i>Topics</i>	<i>The Arts</i>	<i>Topics</i>	<i>HASS</i>	<i>Topics</i>
Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	1-15	Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	1-15	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)	1, 3, 5-7, 11,12, 14, 15	Explore a point of view (ACHASSI005)	1, 6, 11, 13, 14
Practise personal and social skills to interact positively with others (ACPPS004)	1-15	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)	1-15	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)	3, 5-7, 11, 12, 14, 15		
Identify and describe emotional responses people may experience in different situations (ACPPS005)	1-15	Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	1-15	Create and display artworks to communicate ideas to an audience (ACAVAM108)	1, 3-7, 11, 12, 14, 15		
Identify actions that promote health, safety and wellbeing (ACPPS006)	1-15	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)	1-15	Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)	4, 6, 8, 13		

		Identify some features of texts including events and characters and retell events from a text (ACELT1578)	1-15	Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)	4, 6, 8, 13		
		Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	1-15	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	5		
		Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	1-15	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	3, 5, 15		
		Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	1-15				
		Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	2				

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"> • identify a range of emotions and describe situations that may evoke these emotions • identify their likes and dislikes, needs and wants, and explore what influences these <p>Self-management</p> <ul style="list-style-type: none"> • express their emotions constructively in interactions with others • attempt tasks independently and identify when and from whom help can be sought • identify situations that feel safe or unsafe, approaching new situations with confidence <p>Social awareness</p> <ul style="list-style-type: none"> • acknowledge that people hold many points of view • describe ways they can help at home and school • explore relationships through play and group experiences <p>Social management</p> <ul style="list-style-type: none"> • identify positive ways to initiate, join and interrupt conversations with adults and peers • share experiences of cooperation in play and group activities • identify options when making decisions to meet their needs and the needs of others • listen to others' ideas, and recognise that others may see things differently from them • identify ways to take responsibility for familiar tasks at home and school 	<ul style="list-style-type: none"> • identify ethical concepts arising in familiar contexts, such as good and bad behaviours • describe familiar situations that involve ethical concepts • identify examples from stories and experiences that show ways people make decisions about their actions • identify links between emotions and behaviours • identify and describe the influence of factors such as wants and needs on people's actions • identify values that are important to them • share examples of rights and responsibilities in given situations • express their own point of view and listen to the views of others 	<ul style="list-style-type: none"> • pose factual and exploratory questions based on personal interests and experiences • identify and describe familiar information and ideas during a discussion or investigation • use imagination to view or create things in new ways and connect two things that seem different • suggest alternative and creative ways to approach a given situation or task • predict what might happen in a given situation and when putting ideas into action • describe what they are thinking and give reasons why • identify the main elements of the steps in a thinking process • connect information from one setting to another • identify the thinking used to solve problems in given situations • share their thinking about possible courses of action • check whether they are satisfied with the outcome of tasks or actions