



Burke Ward Public School

Positive Living Skills
Curriculum Links

Unit Name/Stage	Learning Areas
Highlights Early Stage 1	English Speaking and Listening (ENe-1A, ENe-6B) • understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) 🗣️ • listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) 🗣️ • deliver short oral presentations to peers (ACELY1647) 🗣️ • use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) 🗣️ 🗣️ Expressing Themselves (ENe-11D) • recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) 🗣️ 🗣️ Reading and Viewing (ENe-4A) • use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 🗣️ Creative Arts: Visual Arts/Music/Drama • VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences (ACAVAM108) • VAES1.2 Experiments with a range of media in selected forms (ACAVAM106) • MUES1.2 Creates own rhymes, games, songs and simple musical compositions (ACAMUM082) • DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations (ACADRM027; ACADRM028) Health and Physical Education PDe-1, PDe-2, PDe-3, PDe-9, PDe-10 • practise interpersonal skills to interact positively with others (ACPPS004) • identify and describe emotional responses people may experience in different situations (ACPPS005)
Feelings Early Stage 1	English Speaking and Listening (ENe-1A, ENe-6B) • understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) 🗣️ • listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) 🗣️ • use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) 🗣️ 🗣️

	• understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) 🇵🇹 Reading and Viewing (ENe-8B) • explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) 🇵🇹 Thinking Imaginatively and Creatively (ENe-10C) • retell familiar literary texts through performance, use of illustrations and images (ACELT1580) 🇵🇹 🇵🇹 • share feelings and thoughts about the events and characters in texts (ACELT1783) 🇵🇹 🇵🇹 Expressing Themselves (ENe-11D) • recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) 🇵🇹 🇵🇹 Reading and Viewing (ENe-4A) • use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 🇵🇹 Creative Arts: Visual Arts/Music • VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences (ACAVAM108) • VAES1.2 Experiments with a range of media in selected forms (ACAVAM106) • MUES1.2 Creates own rhymes, games, songs and simple musical compositions (ACAMUM082) Health and Physical Education PDe-1, PDe-2, PDe-3, PDe-9, PDe-10 • practise interpersonal skills to interact positively with others (ACPPS004) • identify and describe emotional responses people may experience in different situations (ACPPS005)
Focus Early Stage 1	English Speaking and Listening (ENe-1A, ENe-6B) • understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) 🇵🇹 • listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) 🇵🇹 • use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) 🇵🇹 🇵🇹 Creative Arts: Music/ Drama • MUES1.2 Creates own rhymes, games, songs and simple musical compositions (ACAMUM082) • DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations (ACADRM027) Health and Physical Education PDe-1, PDe-2, PDe-3, PDe-4, PDe-5, PDe-9, PDe-10, PDe-11 • practise interpersonal skills to interact positively with others (ACPPS004)

	• identify and describe emotional responses people may experience in different situations (ACPPS005) • participate in games with and without equipment (ACPMP009) • collaborate with others and follow rules when participating in physical activities(ACPMP012, ACPMP014)
Relaxation Early Stage 1	English Speaking and Listening (ENe-1A, ENe-6B) •listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) 🗣️ •use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) 🗣️ 👁️ • understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) 🗣️ Reading and Viewing (ENe-4A) • use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 🗣️ Creative Arts: Drama DRAES1.1: Uses imagination and the elements of drama in imaginative play and dramatic situations. DRAES1.3: Dramatises personal experiences using, movement, space and objects. Health and Physical Education PDe-1, PDe-2, PDe-3, PDe-9, PDe-10 • practise interpersonal skills to interact positively with others (ACPPS004) • identify and describe emotional responses people may experience in different situations (ACPPS005) • identify safe and positive health practices and display actions that promote health, safety and wellbeing (ACPPS006)
Cooperation Early Stage 1	English Speaking and Listening (ENe-1A, ENe-6B) • understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) 🗣️ •listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) 🗣️ •use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) 🗣️ 👁️ Creative Arts- Drama • DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations (ACADRM027; ACADRM028) Health and Physical Education PDe-1, PDe-2, PDe-3, PDe-4, PDe-5, PDe-9, PDe-10, PDe-11 • practise interpersonal skills to interact positively with others (ACPPS004) • identify and describe emotional responses people may experience in different situations (ACPPS005) • collaborate with others and follow rules when participating in physical activities(ACPMP012, ACPMP014)

Self-Esteem Early Stage 1	English Speaking and Listening (ENe-1A, ENe-6B) • understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) 🗣️ • listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) 🗣️ • use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) 🗣️ 🗣️ Reading and Viewing (ENe-8B) • explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) 📖 Reading and Viewing (ENe-4A) • use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 📖 Creative Arts: Visual Arts/Music/Drama • VAES1.2 Experiments with a range of media in selected forms (ACAVAM106) • DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations (ACADRM027; ACADRM028) Health and Physical Education PDe-1, PDe-2, PDe-3, PDe-4, PDe-5, PDe-9, PDe-10, PDe-11 • practise interpersonal skills to interact positively with others (ACPPS004) • identify and describe emotional responses people may experience in different situations (ACPPS005) • identify safe and positive health practices and display actions that promote health, safety and wellbeing (ACPPS006) • identify and describe how their body moves in relation to space, time, objects, effort and people (ACPMP011)
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Burke Ward Public School

Positive Living Skills
Curriculum Links

Unit Name/Stage	Learning Areas
Highlights Stage 1	English Speaking and Listening (EN1-1A) - engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) 🗣️ - use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789) 🗣️ - listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) 🗣️ 🗣️ - explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) 🗣️ 🗣️ Writing and Representing (EN1-2A) - create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661) 🗣️ 🗣️ - create events and characters using different media that develop key events and characters from literary texts (ACELT1593) 🗣️ Reading and Viewing (EN1-4A) - use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670) 🗣️ 🗣️ Creative Arts- Music/ Drama - MUS1.1 Sings, plays and moves, to a range of music, demonstrating an awareness of musical concepts (ACAMUM081) - DRAS1.1 Takes on roles in drama to explore familiar and imagined situations (ACADRM027). - DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice (ACADRM028). Health and Physical Education PD1-1, PD1-2, PD1-3, PD1-6, PD1-7, PD1-8, PD1-9, PD1-10 - identify and practise physical and emotional responses that account for their own and others' feelings (ACPPS020) - describe situations where they are required to make healthy and/or safe decisions (ACPPS018) - describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong (ACPPS019)

Feelings Stage 1	English Speaking and Listening (EN1-1A) - engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) 🗣️ - use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789) 🗣️ - listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) 🗣️ 🧠 - explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) 🗣️ 🗣️ - engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) 🗣️ Reading and Viewing (EN1-4A) - compare opinions about characters, events and settings in and between texts (ACELT1589) 🗣️ 🧠 Expressing Themselves (EN1-11D) - discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) 🗣️ 🧠 Creative Arts- Music - MUS1.1 Sings, plays and moves, to a range of music, demonstrating an awareness of musical concepts (ACAMUM081) Health and Physical Education PD1-1, PD1-2, PD1-3, PD1-6, PD1-7, PD1-8, PD1-9, PD1-10 - identify and practise physical and emotional responses that account for their own and others' feelings (ACPPS020) - describe situations where they are required to make healthy and/or safe decisions (ACPPS018) - describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong (ACPPS019)
Focus Stage 1	English Speaking and Listening (EN1-1A) - engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) 🗣️ - use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789) 🗣️ - listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) 🗣️ 🧠 - explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) 🗣️ 🗣️ Expressing Themselves (EN1-11D) - discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) 🗣️ 🧠

	Creative Arts- Drama • DRAS1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations (ACADRM027; ACADRM028) • MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts (ACAMUM08) Health and Physical Education PD1-1, PD1-2, PD1-3, PD1-4, PD1-5, PD1-6, PD1-7, PD1-8, PD1-9, PD1-10, PD1-11 • describe situations where they are required to make healthy and/or safe decisions (ACPPS018) • describe their own and others' strengths and achievements and identify how these contribute to personal identity (ACPPS015) • create and participate in games with and without equipment (ACPMP027) • use strategies to work in group situations when participating in physical activities (ACPMP030)
Relaxation Stage 1	English Speaking and Listening (EN1-1A) • engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) 🗣️ • use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789) 🗣️ • listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) 🗣️ 🎧 • explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) 🗣️ 🗣️ • engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) 🗣️ Reading and Viewing 1 (EN1-4A) • use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670) 🗣️ 📖 Writing and Representing 2 (EN1-7B) • understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) 🎧 🗣️ Creative Arts- Visual Arts, Drama VAS1.4: Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience DRAS1.2: Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. Health and Physical Education PD1-1, PD1-2, PD1-3, PD1-6, PD1-7, PD1-8, PD1-9, PD1-10 • identify and practise physical and emotional responses that account for their own and others' feelings (ACPPS020) • describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong (ACPPS019)

Cooperation Stage 1	English Writing and Representing 2 (EN1-7B) - understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) 🗣️ 📖 Speaking and Listening (EN1-1A) - Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446) 🗣️ 🗣️ - engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) 🗣️ - use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789) 🗣️ - listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) 🗣️ 🗣️ Spelling (EN1-5A) - Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778) - Understand how to use diagraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471) Creative Arts: Visual Arts/ Drama - DRAS1.1 Takes on roles in drama to explore familiar and imagined situations (ACADRM027). - VAS1.1: Makes artworks in a particular way about experiences of real and imaginary things (ACAVAM106) - VAS1.2: Uses the forms to make artworks according to varying requirements (ACAVAM107) Health and Physical Education PD1-1, PD1-2, PD1-3, PD1-6, PD1-7, PD1-8, PD1-9, PD1-10 - identify and practise physical and emotional responses that account for their own and others' feelings (ACPPS020) - describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong (ACPPS019)
Self-Esteem Stage 1	English Speaking and Listening (EN1-1A, EN1-6B) - understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) 🗣️ - engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) 🗣️ - explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) 🗣️ 🗣️ - identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) - use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789) 🗣️ - listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) 🗣️ 🗣️

- explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) 🌐 🗣️

Reading and Viewing (EN1-4A)

- compare opinions about characters, events and settings in and between texts (ACELT1589) 🗣️ 🌐

Writing and Representing 2 (EN1-7B)

- understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) 🌐 🗣️

Expressing Themselves (EN1-11D)

- discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) 🗣️ 🌐

Creative Arts: Drama

- DRAS1.1 Takes on roles in drama to explore familiar and imagined situations (ACADRM027).

Health and Physical Education

PD1-1, PD1-2, PD1-3, PD1-4, PD1-5, PD1-6, PD1-7, PD1-8, PD1-9, PD1-10, PD1-11

- describe situations where they are required to make healthy and/or safe decisions (ACPPS018)
- describe their own and others' strengths and achievements and identify how these contribute to personal identity (ACPPS015)
- identify and practise physical and emotional responses that account for their own and others' feelings (ACPPS020)



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Positive Living Skills
Curriculum Links

Unit Name/Stage	Learning Areas
Highlights Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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 (ACELY1688, ACELY1792) 🌟 🌟 • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 🌟 • interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🌟 Reading and Viewing (EN2-4A) • read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) 🌟 Creative Arts: Drama • DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations. (ACADRM031) Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10 • explore strategies to manage physical, social and emotional change, for example: (ACPPS034) • identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) • investigate how emotional responses vary in depth and strength (ACPPS038)
Feelings Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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 (ACELY1688, ACELY1792) 🌟 🌟 • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 🌟 • interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🌟 Expressing Themselves (EN2-11D)

	• draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 📖 🗣️ • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 📖 Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10 • identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • investigate how emotional responses vary in depth and strength (ACPPS038)
Focus Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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 (ACELY1688, ACELY1792) 🗣️ 📖 • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 📖 • interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🗣️ Thinking Imaginatively, Creatively and Interpretively (EN2-10C) • make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602) 🗣️ Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10 • identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
Relaxation Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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 (ACELY1688, ACELY1792) 🗣️ 📖 • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 📖 • interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🗣️ Reading and Viewing 1 (EN2-4A) • use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) 🗣️ Grammar, Punctuation and Vocabulary (EN2-9B) • learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) 📖 • incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) Expressing Themselves (EN2-11D)

	• draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 🗣️ 🌐 • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 🗣️ Creative Arts- Visual Arts, VAS2.2: Uses the forms to suggest the qualities of subject matter Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10 • identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • explore strategies to manage physical, social and emotional change (ACPPS034)
Cooperation Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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 (ACELY1688, ACELY1792) 🗣️ 🗣️ • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 🗣️ interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🗣️ Grammar, Punctuation and Vocabulary (EN2-9B) • learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) 🗣️ • incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) Expressing Themselves (EN2-11D) • draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 🗣️ 🌐 • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 🗣️ Creative Arts: Drama • DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations. (ACADRM031) Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-4, PD2-5, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10, PD2-11 • explore how success, challenge and overcoming adversity strengthens identity (ACPPS033) • explore strategies to manage physical, social and emotional change (ACPPS034) • identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • adopt inclusive practices when participating in physical activities (ACPMP048) • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037)

Self-Esteem Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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 (ACELY1688, ACELY1792) 🗣️ 🗣️ • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 🗣️ • interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🗣️ Grammar, Punctuation and Vocabulary (EN2-9B) • learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) 🗣️ • incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) Expressing Themselves (EN2-11D) • draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 🗣️ 🗣️ • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 🗣️ Creative Arts: Drama • DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations. (ACADRM031) Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-4, PD2-5, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10, PD2-11 • explore how success, challenge and overcoming adversity strengthens identity (ACPPS033) • explore strategies to manage physical, social and emotional change (ACPPS034) • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037)
Solutions Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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) 🗣️ • 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) 🗣️ 🗣️ • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 🗣️ • interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🗣️ • 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 (ACELY1688) 🗣️ 🗣️ Writing and Representing (EN2-7B) • examine how evaluative language can be varied to be more or less forceful (ACELA1477) 🗣️

	Expressive Themselves (EN2-11D) • understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) 🗣️ 🗣️ • draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 🗣️ 🗣️ • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 🗣️ • identify the point of view in a text and suggest alternative points of view (ACELY1675) 🗣️ 🗣️ Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10 • explore strategies to manage physical, social and emotional change, for example: (ACPPS034) • identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) • investigate how emotional responses vary in depth and strength (ACPPS038)
Leadership Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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) 🗣️ • 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) 🗣️ 🗣️ • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 🗣️ • interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🗣️ • 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 (ACELY1688) 🗣️ 🗣️ Writing and Representing (EN2-7B) • examine how evaluative language can be varied to be more or less forceful (ACELA1477) 🗣️ Expressive Themselves (EN2-11D) • understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) 🗣️ 🗣️ • draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 🗣️ 🗣️ • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 🗣️ • identify the point of view in a text and suggest alternative points of view (ACELY1675) 🗣️ 🗣️ Grammar, Punctuation and Vocabulary (EN2-9B) • learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) 🗣️ Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10 • explore strategies to manage physical, social and emotional change, for example: (ACPPS034)

	• identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) • investigate how emotional responses vary in depth and strength (ACPPS038)
Potential Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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) 🗣️ • 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 (ACELY1688) 🗣️ 🗣️ • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 🗣️ • interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🗣️ Writing and Representing (EN2-7B) • examine how evaluative language can be varied to be more or less forceful (ACELA1477) 🗣️ Grammar, Punctuation and Vocabulary (EN2-9B) • learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) 🗣️ Expressive Themselves (EN2-11D) • understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) 🗣️ 🗣️ • draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 🗣️ 🗣️ • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 🗣️ • identify the point of view in a text and suggest alternative points of view (ACELY1675) 🗣️ 🗣️ Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10 • explore strategies to manage physical, social and emotional change, for example: (ACPPS034) • identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) • investigate how emotional responses vary in depth and strength (ACPPS038)
Choice Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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) 🗣️ • 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) 🗣️ 🗣️ • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 🗣️

	• interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🗣️ • 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 (ACELY1688, ACELY1792) 🗣️ 🗣️ Expressive Themselves (EN2-11D) • understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) 🗣️ 🗣️ • draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 🗣️ 🗣️ • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 🗣️ • identify the point of view in a text and suggest alternative points of view (ACELY1675) 🗣️ 🗣️ Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10 • explore strategies to manage physical, social and emotional change, for example: (ACPPS034) • identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) • investigate how emotional responses vary in depth and strength (ACPPS038)
Communication Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475) 🌐 ⚙️ 🗣️ 🗣️ • 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) 🗣️ • 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) 🗣️ 🗣️ • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 🗣️ • interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🗣️ • 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 (ACELY1688, ACELY1792) 🗣️ 🗣️ Reading and Viewing (EN2-4A) • use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) 🗣️ Grammar, Punctuation & Vocabulary (EN2-9B) • investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)

	Expressive Themselves (EN2-11D) • understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) 🗣️ 📖 • draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 🗣️ 📖 • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 🗣️ Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10 • explore strategies to manage physical, social and emotional change, for example: (ACPPS034) • identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) • investigate how emotional responses vary in depth and strength (ACPPS038)
Appreciation Stage 2	English Speaking and Listening (EN2-1A, EN2-6B) • 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) 🗣️ • 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) 🗣️ 📖 • listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 🗣️ • interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 🗣️ • 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 (ACELY1688) 🗣️ 📖 Expressive Themselves (EN2-11D) • draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 🗣️ 📖 • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 🗣️ Health and Physical Education PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-8, PD2-9, PD2-10 • explore strategies to manage physical, social and emotional change, for example: (ACPPS034) • identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) • investigate how emotional responses vary in depth and strength (ACPPS038)



Burke Ward Public School

Positive Living Skills
Curriculum Links

Unit Name/Stage	Learning Areas
Highlights Stage 3	English Speaking and Listening (EN3-1A) • use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) 🗣️ 🗣️ • participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ 🗣️ • use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ 🗣️ Writing and Representing (EN3-2A) • present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) 🗣️ 🗣️ Grammar, Punctuation and Vocabulary (EN3-6B) • understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) • investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) Thinking Imaginatively, Creatively, Interpretively and Critically (EN3-7C) • analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614) 🗣️ Expressing Themselves (EN3-8D) • clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🗣️ 🗣️ Creative Arts: Visual Arts • VAS3.1: Investigates subject matter in an attempt to represent likenesses of things in the world (ACAVAM115) • VAS3.2: Makes artworks for different audiences, assembling materials in a variety of ways (ACAVAM116) Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10

	• examine how identity and behaviour are influenced by people, places and the media (ACPPS051) • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • practise skills to establish and manage relationships (ACPPS055) • examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Feelings Stage 3	English Speaking and Listening (EN3-1A) • use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) 🗣️ 🗣️ • participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ 🗣️ • use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ 🗣️ Writing and Representing (EN3-2A) • present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) 🗣️ 🗣️ Reading and Viewing (EN3-3A) • use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) 📖 🗣️ Expressing Themselves (EN3-8D) • clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🗣️ 🗣️ Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10 • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • practise skills to establish and manage relationships (ACPPS055) • examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Focus Stage 3	English Speaking and Listening (EN3-1A) • participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ 🗣️ Writing and Representing (EN3-2A) • present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) 🗣️ 🗣️

	Reading and Viewing (EN3-3A) • use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) 📖 🗣️ Expressing Themselves (EN3-8D) • clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🗣️ 🗣️ Creative Arts- Music • MUS3.1: Sings, plays and moves to a range of music individually and in groups, demonstrating a knowledge of musical concepts. Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10 • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Relaxation Stage 3	English Speaking and Listening (EN3-1A) • use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) 🗣️ 🗣️ • participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ 🗣️ • use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ 🗣️ Reading and Viewing (EN3-3A) • use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) 📖 🗣️ Grammar, Punctuation and Vocabulary (EN3-6B) • understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) • investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) Expressing Themselves (EN3-8D) • clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🗣️ 🗣️ Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10

	• examine how identity and behaviour are influenced by people, places and the media (ACPPS051) • examine change and investigate resources and strategies to manage transition and challenges (ACPPS052) • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • practise skills to establish and manage relationships (ACPPS055) • examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Cooperation Stage 3	English Speaking and Listening (EN3-1A) • use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) 🗣️ 🗣️ • participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ 🗣️ use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ 🗣️ Writing and Representing (EN3-2A) present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) 🗣️ 🗣️ Reading and Viewing (EN3-3A) • use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) 📖 🗣️ Grammar, Punctuation and Vocabulary (EN3-6B) • understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) • investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) Expressing Themselves (EN3-8D) • clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🗣️ 🗣️ Creative Arts- Music • MUS3.1: sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts (ACAMUM090) • MUS3.2: Improvises, experiments, selects, combines and orders sound using musical concepts (ACAMUM088) Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10 • examine how identity and behaviour are influenced by people, places and the media (ACPPS051) • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • practise skills to establish and manage relationships (ACPPS055)

	• examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Self-Esteem Stage 3	English Speaking and Listening (EN3-1A) • use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) 🗣️ 🗣️ • participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ 🗣️ • use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ 🗣️ Reading and Viewing (EN3-3A) • use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) 📖 🗣️ Grammar, Punctuation and Vocabulary (EN3-6B) • understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) • investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) Expressing Themselves (EN3-8D) • clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🗣️ 🗣️ Creative Arts- Drama/ Visual Arts • VAS3.1: Investigates subject matter in an attempt to represent likenesses of things in the world (ACAVAM115) • VAS3.2: Makes artworks for different audiences, assembling materials in a variety of ways (ACAVAM116) • DRAS3.2: Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms (ACADRM035) • DRAS3.1: Develops a range of in-depth and sustained roles (ACADRM036) Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10 • examine how identity and behaviour are influenced by people, places and the media (ACPPS051) • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • practise skills to establish and manage relationships (ACPPS055) • examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Solutions Stage 3	English Speaking and Listening (EN3-1A):

	• use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ 🗣️ • participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ 🗣️ Grammar, Punctuation and Vocabulary (EN3-6B): • understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) • understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) 🗣️ • investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) 🗣️ 🗣️ • show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) 🗣️ Writing and Representing (EN3-2A) • present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) Expressing Themselves (EN3-8D) • understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) 🗣️ 🗣️ • make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) • clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🗣️ 🗣️ Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10 • examine how identity and behaviour are influenced by people, places and the media (ACPPS051) • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • practise skills to establish and manage relationships (ACPPS055) • examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Leadership Stage 3	English Speaking and Listening (EN3-1A) • participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ 🗣️ • use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ 🗣️ Grammar, Punctuation and Vocabulary (EN3-6B) • understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases

	(ACELA1523) 🗣️ • understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) • investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) 🗣️ 🗣️ • show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) 🗣️ Writing and Representing (EN3-2A) • present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) 🗣️ 🗣️ Expressing Themselves (EN3-8D) • understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) 🗣️ 🗣️ • make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) • clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🗣️ 🗣️ Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10 • examine how identity and behaviour are influenced by people, places and the media (ACPPS051) • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • practise skills to establish and manage relationships (ACPPS055) • examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Potential Stage 3	English Speaking and Listening (EN3-1A) • participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ 🗣️ • use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ 🗣️ Writing and Representing (EN3-2A) • present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) 🗣️ 🗣️ Grammar, Punctuation and Vocabulary (EN3-6B) • understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) • investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) • understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) 🗣️

	- show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) 🌟 Expressing Themselves (EN3-8D) - understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) 🌟 - make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) - clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🌟 Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10 - examine how identity and behaviour are influenced by people, places and the media (ACPPS051) - plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) - practise skills to establish and manage relationships (ACPPS055) - examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Choice Stage 3	English Speaking and Listening (EN3-1A) - participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🌟 Responding and Composing (EN3-5B) - understand the uses of objective and subjective language and bias (ACELA1517) 🌟 Grammar, Punctuation and Vocabulary (EN3-6B) - understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) 🌟 - understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) - investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) 🌟 - show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) 🌟 Expressing Themselves (EN3-8D) - understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) 🌟 - make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) - clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🌟

	Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10 • examine how identity and behaviour are influenced by people, places and the media (ACPPS051) • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • practise skills to establish and manage relationships (ACPPS055) • examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Communication Stage 3	English Reading and Viewing (EN3-3A) • use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703) 📖 🗣️ Writing and Representing (EN3-2A): • experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800) 🗣️ Responding and Composing (EN3-5B) • understand the uses of objective and subjective language and bias (ACELA1517) 🗣️ Grammar, Punctuation and Vocabulary (EN3-6B) • understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) 🗣️ • understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) • investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) • show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) 🗣️ Expressing Themselves (EN3-8D) • understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) 🗣️ • clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🗣️ Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10 • examine how identity and behaviour are influenced by people, places and the media (ACPPS051) • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • practise skills to establish and manage relationships (ACPPS055)

	• examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Appreciation Stage 3	English Writing and Representing (EN3-2A): • experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800) 🗣️ Reading and Viewing (EN3-3A) • use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703) 📺 🗣️ Grammar, Punctuation and Vocabulary (EN3-6B) • investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) • understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) 🗣️ • show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) 🗣️ Expressing Themselves (EN3-8D) • understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) 🗣️ 🗣️ • clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 🗣️ 🗣️ Health and Physical Education PD3-1, PD3-2, PD3-3, PD3-6, PD3-7, PD3-8, PD3-9, PD3-10 • examine how identity and behaviour are influenced by people, places and the media (ACPPS051) • plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) • practise skills to establish and manage relationships (ACPPS055) • examine the influence of emotional responses on behaviour and relationships (ACPPS056)