New South Wales Curriculum Outcomes

LEVEL 3–4

CURRICULUM CAPABILITY

Integrating ICT Capability

RESPONSIBLE USE OF ICT

	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY				BONUS LESSON
	LESSON				LESSON				LESSON				LESSON				
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Respect for and appreciation of the transferability of the knowledge, understanding and skills from one ICT environment to another	★	★	★	★			★	★	★						★		★
Balance in the use of ICT to support contemporary learning and living				★					★	★	★	★			★		★
Appreciation of the rapidly expanding and dynamic nature of ICT	★	★		★			★				★				★		★
Appreciation of the importance and value of individual responsibility and actions	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Respect for, and appreciation of, social and ethical protocols and practices			★		★	★	★		★	★	★		★	★	★	★	★
Appreciation of the public nature of most online activities and the potential impact on others, including limiting the risks to one's self and others in a digital environment	★	★		★		★					★		★	★	★	★	★
The effect ICT use has on their digital footprint		★	★	★		★	★				★		★	★	★	★	★

KEY LEARNING AREAS

Personal Development, Health & Physical Education

FOCUS AREA	OUTCOMES	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY				BONUS LESSON
		LESSON				LESSON				LESSON				LESSON				
		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Respectful Relationships and Safety	Describes and applies skills and strategies to strengthen respectful relationships (PH2-RRS-01)		★				★		★	★	★		★	★	★	★		★
	Describes and applies skills and strategies to interact safely in offline and online contexts (PH2-RRS-02)	★	★	★		★	★	★		★	★	★		★	★	★	★	★
Identity, Health and Wellbeing	Explains how related factors influence identity, health and wellbeing (PH2-IHW-01)		★			★	★	★		★	★	★	★			★		★
Self-management and Interpersonal Skills	Explains and applies self-management and interpersonal skills in a range of contexts (PH2-SMI-01)	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★

GENERAL CAPABILITIES

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY				BONUS LESSON
			LESSON				LESSON				LESSON				LESSON				
			01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17

Critical and Creative Thinking

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Inquiring	Develop questions	Develop questions to examine unfamiliar ideas and topics		★				★		★				★		★			★
		Questions developed support the process of improving knowledge and understanding about a topic or investigation		★				★						★		★			★
	Identify, process and evaluate information	Identify and examine relevant information and opinion from a range of sources, including visual information and digital sources					★			★						★			★
		Condense and combine selected information related to the topic of study		★		★				★			★				★		★
Generating	Create possibilities	Create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways	★	★	★	★	★	★		★	★	★	★	★	★	★	★	★	★
	Consider alternatives	Consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option	★		★		★	★		★	★	★	★	★	★	★			★
	Put ideas into action	Put ideas into action by predicting an outcome, trialling options and assessing their effectiveness	★				★				★		★		★		★		★
Analysing	Interpret concepts and problems	Identify and prioritise significant elements and relationships within a concept or problem					★				★		★				★		★
	Draw conclusions and provide reasons	Draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made		★		★		★		★		★	★						
	Evaluate actions and outcomes	Evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions	★	★		★						★						★	
Reflecting	Thinking about thinking (metacognition)	Select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions				★	★	★			★		★				★		★
	Transfer knowledge	Use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context	★	★		★	★		★	★	★	★		★	★	★	★	★	★

Ethical Understanding

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Understanding Ethical Concepts and Perspectives	Explore ethical concepts	Identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour					★	★	★	★	★	★	★		★		★	★	★
	Examine values, rights and responsibilities	Describe how values, rights and responsibilities, and shared expectations influence responses and decision-making			★		★	★	★		★	★	★				★	★	★
	Recognise influences on ethical behaviour and perspectives	Explain how emotions can affect behaviour and decision-making in different situations			★		★	★	★	★	★	★			★				★
Responding to Ethical Issues	Explore ethical perspectives and frameworks	Describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making			★		★	★				★		★	★		★	★	★
	Explore ethical issues	Use examples to describe how people may have different values and perspectives that they apply to an ethical issue					★	★				★							★
	Making and reflecting on ethical decisions	Describe decision-making processes with reference to ethical perspectives and values			★		★				★	★							★

Personal and Social

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Self-awareness	Personal awareness	Explain influences on personal qualities and how these contribute to personal growth					★	★	★		★	★	★				★	★	★
	Emotional awareness	Explain the influence that their own behaviour has on the emotional responses of others			★		★	★	★		★	★	★		★	★	★	★	★
	Reflective practice	Build on personal abilities and achievements using feedback and self-assessment		★			★	★		★	★	★	★	★			★		★
Self-management	Emotional regulation	Manage and moderate emotions in familiar contexts, using provided strategies			★		★	★			★	★	★	★				★	★
	Perseverance and adaptability	Demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure			★						★	★	★	★					★
Social Awareness	Empathy	Discuss the value of different needs, emotions, cultures and backgrounds			★		★	★			★	★			★	★		★	★
	Relational awareness	Identify how they can contribute to healthy relationships and manage challenging relationships	★	★			★	★			★	★	★		★	★	★	★	★
	Community awareness	Describe the various communities beyond their own and what they can do to support them	★	★			★		★				★		★		★	★	★
Social Management	Communication	Apply verbal and non-verbal communication skills when responding to others			★		★	★			★	★	★		★	★	★		★
	Collaboration	Perform designated roles within groups, appreciating everyone's contributions to a shared outcome					★				★	★	★		★	★	★		
	Leadership	Guide and make leadership decisions with a view to how these influence others			★		★	★			★	★			★		★	★	★
	Decision-making	Describe factors that influence decision-making and predict outcomes of individual and group decisions			★	★			★	★	★	★							
	Conflict resolution	Apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts					★	★	★		★	★	★						

Intercultural Understanding

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Reflecting on culture and cultural diversity	Reflect on the relationship between cultures and identities	Describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows									★		★			★	★	★	★
	Examine cultural perspectives and world views	Compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts					★	★					★			★		★	★
	Explore the influence of cultures on interactions	Understand how cultural and linguistic diversity affect interactions within their community					★	★					★		★	★	★	★	★
Engaging with Cultural and Linguistic Diversity	Develop multiple perspectives	Discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking may be influenced by a range of factors					★				★	★			★				★
	Develop empathy	Describe how listening to, and understanding others, supports respectful intercultural experiences and interactions					★	★			★	★	★		★	★		★	★
Navigating Intercultural Contexts	Respond to biases, stereotypes, prejudices and discrimination	Describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions					★				★	★		★			★	★	★
	Adapt in intercultural exchanges	Use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour					★	★			★	★			★	★	★		★

Digital Literacy

ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Practising Digital Safety and Wellbeing	Manage online safety	Report negative or harmful online behaviour by seeking help from trusted adults				★		★					★				★		★
	Manage digital privacy and identity	Identify their digital footprint (personal data stored by online tools)		★	★	★		★									★		★
		Recognise that their digital identity represents them online and can give a negative impression		★	★		★	★	★				★		★	★	★	★	★
		Give and seek consent before sharing online with peers and trusted adults			★		★	★	★				★						★
	Manage digital wellbeing	Follow an agreed code of conduct for the healthy use of digital tools	★	★	★		★	★	★				★		★				★
Creating and Exchanging	Respect intellectual property	Respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source					★	★		★							★		★

CYBER SAFETY PROJECT

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