Western Australian Curriculum Outcomes

LEVEL 5-6

LEARNING AREA YEAR 5

STRAND	SUB-STRAND	ATTITUDES & VALUES	RESPONSIBILITY 01	02	03	04	INTEGRITY 05	06	07	08	STRENGTH 09	10	11	12	EMPATHY 13	14	15	16	BONUS LESSON 17
Personal, social and community health (Health and Physical Education)	Personal identity and change	Ways that individuals and groups adapt to different contexts and situations		★			★				★	★	★	★			★		★
	Staying safe	Protective behaviours that can be implemented in uncomfortable or unsafe situations	★	★	★	★	★		★			★				★			★
		Strategies that promote safety	★	★	★	★	★	★	★	★		★	★		★	★			★
		Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed					★							★		★			★
	Healthy and active communities	Strategies that promote a safe, healthy lifestyle	★	★	★	★	★	★	★		★	★	★	★	★	★	★	★	★
	Interacting with others	Skills and strategies to establish and maintain respectful relationships		★			★			★	★				★	★	★	★	★
		Ways in which inappropriate emotional responses impact on relationships					★								★	★	★	★	★
Processes and Production Skills (Digital Technologies)	Digital implementation	Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct)	★	★	★	★	★	★	★	★	★		★		★	★	★		★

LEARNING AREA YEAR 6

STRAND	SUB-STRAND	ATTITUDES & VALUES	RESPONSIBILITY 01	02	03	04	INTEGRITY 05	06	07	08	STRENGTH 09	10	11	12	EMPATHY 13	14	15	16	BONUS LESSON 17
Personal, social and community health (Health and Physical Education)	Personal identity and change	Ways that positive self-identities can develop and change over time		★			★				★	★	★	★	★	★			★
	Staying safe	Protective behaviours and help-seeking strategies that can be used when students feel unsafe online	★	★	★	★	★		★			★				★			★
		Strategies that promote safety	★	★	★	★	★	★	★	★		★	★		★	★			★
		Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed					★							★		★			★
	Healthy and active communities	Strategies that promote a safe, healthy lifestyle	★	★	★	★	★	★	★		★	★	★	★	★	★			★
		Criteria that can be applied to sources of information, including online, to assess their credibility	★					★		★						★			★
		Actions that promote and maintain community health, safety and wellbeing	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
	Interacting with others	Skills to establish and manage positive relationships		★			★			★	★				★	★	★	★	★
		Situations in which emotions can influence decision-making in peer groups, with friends and with family					★								★	★	★	★	★
Processes and Production Skills (Digital Technologies)	Digital implementation	Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols	★	★	★	★	★	★	★	★	★		★		★		★	★	★

GENERAL CAPABILITIES

ELEMENTS	DISCIPLINE/CAPABILITY	CONTENT DESCRIPTION	RESPONSIBILITY 01	02	03	04	INTEGRITY 05	06	07	08	STRENGTH 09	10	11	12	EMPATHY 13	14	15	16	BONUS LESSON 17
Critical and Creative Thinking — Inquiring - identifying, exploring and organising information and ideas	Pose questions	Pose questions to clarify and interpret information and probe for causes and consequences	★	★		★	★	★	★							★			
	Identify and clarify information and ideas	Identify and clarify relevant information and prioritise ideas	★	★	★	★	★	★				★		★			★		
Generating ideas, possibilities and actions	Imagine possibilities and connect ideas	Combine ideas in a variety of ways and from a range of sources to create new possibilities		★	★	★	★	★	★	★	★						★	★	★
	Consider alternatives	Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions			★		★	★	★	★		★	★			★			★
	Seek solutions and put ideas into action	Assess and test options to identify the most effective solution and to put ideas into action	★	★	★	★									★	★			
Reflecting on thinking and processes	Think about thinking (metacognition)	Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary		★		★	★	★	★	★	★				★	★			
	Reflect on processes	Identify and justify the thinking behind choices they have made	★			★	★		★	★	★	★			★	★		★	★
	Transfer knowledge into new contexts	Apply knowledge gained from one context to another unrelated context and identify new meaning	★		★	★	★	★	★				★		★	★			★
Analysing, synthesising and evaluating reasoning and procedures	Draw conclusions and design a course of action	Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action	★	★	★		★	★	★						★				★
	Evaluate procedures and outcomes	Evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria	★		★	★	★		★	★									
Ethical Understanding — Understanding ethical concepts and issues	Recognise ethical concepts	Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	★												★	★		★	★
	Explore ethical concepts in context	Explain what constitutes an ethically better or worse outcome and how it might be accomplished		★			★	★	★	★					★	★		★	★
Reasoning in decision making and actions	Reason and make ethical decisions	Explore the reasons behind there being a variety of ethical positions on a social issue					★	★	★	★									
	Consider consequences	Evaluate the consequences of actions in familiar and hypothetical scenarios	★	★			★	★	★			★	★		★				
	Reflect on ethical action	Articulate a range of ethical responses to situations in various social contexts	★				★	★							★	★			
Exploring values, rights and responsibilities	Examine values	Examine values accepted and enacted within various communities					★	★			★	★				★		★	★
	Explore rights and responsibilities	Monitor consistency between rights and responsibilities when interacting face-to-face or through social media	★	★			★	★	★	★					★	★			★
	Consider points of view	Explain a range of possible interpretations and points of view when thinking about ethical dilemmas					★	★											
Personal and Social — Self awareness	Recognise emotions	Explain how the appropriateness of emotional responses influences behaviour					★	★							★	★		★	
Self management	Express emotions appropriately	Explain the influence of emotions on behaviour, learning and relationships					★	★							★	★		★	
	Become confident, resilient and adaptable	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety	★			★		★			★		★	★		★			★
Social awareness	Appreciate diverse perspectives	Explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others					★		★	★		★			★				
	Understand relationships	Identify the differences between positive and negative relationships and ways of managing these					★	★							★	★	★	★	
Social management	Communicate effectively	Identify and explain factors that influence effective communication in a variety of situations					★	★	★	★	★	★			★	★	★	★	★
	Work collaboratively	Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects			★	★										★		★	
	Make decisions	Identify factors that influence decision making and consider the usefulness of these in making their own decisions			★	★	★					★	★	★					
	Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations					★				★				★	★	★	★	★
Intercultural Understanding — Interacting and empathising with others	Communicate across cultures	Identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding					★				★				★	★	★	★	★
	Consider and develop multiple perspectives	Explain perspectives that differ to expand their understanding of an issue			★	★	★			★					★	★	★		★
Information and Communication Technology — Applying social and ethical protocols and practices when using ICT	Apply digital information security practices	Independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments	★	★	★	★	★		★										★
	Apply personal security protocols	Identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
	Identify the impacts of ICT in society	Explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives		★			★	★	★	★	★	★	★	★	★	★	★	★	★
Communicating with ICT	Collaborate, share and exchange	Select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others	★	★	★	★	★	★	★	★	★					★			★
	Understand computer mediated communications	Understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications	★	★		★	★		★	★	★				★	★			★