






# Victorian Curriculum Outcomes

## LEVEL 3-4

| LEARNING AREA OUTCOMES  | ELEMENTS   | 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 |              |
| <br>Health and Physical Education<br>Personal, Social and Community Health | Being healthy, safe and active                         | Examine how success, challenge and failure strengthen personal identities   |                |    |    |    |           |    |    |    |          |    |    |    |         |    | ★  | ★  |              |
|   |  | Explore strategies to manage physical, social and emotional change  |                |    |    |    | ★         |    |    |    |          | ★  | ★  |    | ★       | ★  |    | ★  | ★            |
|   |  | Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe                              |                |    |    |    | ★         | ★  | ★  | ★  |          |    | ★  | ★  | ★       | ★  |    | ★  | ★            |
|   |  | Identify and practise strategies to promote health, safety and wellbeing  | ★              | ★  | ★  | ★  | ★         | ★  | ★  | ★  | ★        | ★  | ★  | ★  | ★       | ★  | ★  | ★  | ★            |
|   | Communicating and interacting for health and wellbeing | Describe factors that can positively influence relationships and personal wellbeing   |                |    |    |    | ★         | ★  |    |    | ★        | ★  | ★  | ★  | ★       | ★  | ★  | ★  | ★            |
|   |  | Investigate how emotional responses vary in family situations and in friendship groups  |                |    |    |    | ★         |    |    |    |          | ★  | ★  | ★  | ★       | ★  | ★  |    |              |
|   |  | Discuss and interpret health information and messages in the media  |                |    |    |    |           |    |    |    | ★        |    |    |    |         |    |    |    |              |
|   | Contributing to healthy and active communities         | Describe strategies to make the classroom and playground healthy, safe and active spaces  | ★              | ★  | ★  | ★  | ★         | ★  | ★  | ★  | ★        |    | ★  | ★  | ★       | ★  | ★  | ★  | ★            |
|   |  | Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols | ★              | ★  | ★  | ★  |           |    |    | ★  | ★        |    |    |    |         |    |    |    | ★            |
|   | Digital Technologies                                   |   |                |    |    |    |           |    |    |    |          |    |    |    |         |    |    |    |              |

| GENERAL CAPABILITIES  | ELEMENTS   | 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 |              |
| <br>Critical and Creative Thinking   | Questions and Possibilities  | Explore reactions to a given situation or problem and consider the effect of pre-established preferences   |                    | ★   | ★  |    |           | ★  | ★  | ★  | ★        | ★  | ★  | ★  | ★       | ★  | ★  | ★  |              |
|   | Reasoning  | Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view  |                    |   |    |    | ★         |    |    | ★  |          |    |    |    |         |    |    |    |              |
|   |  | Investigate why and when the consequences of a point of view should be considered  |                    |   |    |    | ★         | ★  | ★  |    |          | ★  | ★  | ★  | ★       | ★  | ★  |    |              |
|   |  | Identify and use 'If, then...' and 'what if...' reasoning  | ★                  | ★   | ★  |    | ★         | ★  | ★  | ★  |          |    | ★  | ★  | ★       |    |    | ★  |              |
|   |  | Explore distinctions when organising and sorting information and ideas from a range of sources   | ★                  |   |    |    |           | ★  |    | ★  | ★        |    |    |    |         |    |    |    | ★            |
|   | Meta-Cognition   | Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies   | ★                  | ★   |    |    |           |    |    | ★  |          |    |    |    | ★       | ★  | ★  |    | ★            |
|   |  | Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal |                    | ★   |    |    |           |    |    |    |          |    |    |    |         |    | ★  |    | ★            |
| Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses |  | ★  |                    |   | ★  |    | ★         |    | ★  | ★  | ★        | ★  |    |    |         |    | ★  | ★  |              |
| <br>Ethical  | Understanding Concepts   | Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations  |                    |   |    |    | ★         |    |    |    |          | ★  |    |    |         | ★  | ★  |    |              |
|   |  | Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why   | ★                  | ★   | ★  |    | ★         | ★  |    | ★  |          |    |    | ★  | ★       |    | ★  | ★  | ★            |
|   |  | Discuss the ways to identify ethical considerations in a range of problems   |                    |   |    |    | ★         | ★  |    |    |          |    |    | ★  |         |    | ★  | ★  |              |
|   | Decision Making and Actions  | Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse   |                    |   |    |    | ★         | ★  |    |    |          |    |    | ★  | ★       |    |    | ★  |              |
|   |  | Discuss the role of personal values and dispositions in ethical decision-making and actions  |                    |   |    |    | ★         | ★  |    |    |          |    |    | ★  | ★       |    | ★  | ★  |              |
| <br>Personal and Social  | Recognition and expression of emotions   | Identify and explore the expression of emotions in social situations and the impact on self and others   |                    |   |    |    | ★         | ★  |    |    |          | ★  | ★  | ★  | ★       | ★  | ★  |    |              |
|   | Development of resilience  | Identify personal strengths and select personal qualities that could be further developed  |                    |   |    |    |           | ★  | ★  |    | ★        | ★  | ★  |    | ★       |    |    | ★  |              |
|   |  | Identify how persistence and adaptability can be used when faced with challenging situations and change  |                    |   |    |    | ★         | ★  | ★  | ★  | ★        | ★  | ★  |    |         |    |    | ★  |              |
|   |  | Name and describe the skills required to work independently  |                    |   |    |    |           |    |    |    |          |    | ★  |    |         |    |    |    |              |
|   | Relationships and diversity  | Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion   |                    |   | ★  |    | ★         | ★  |    |    |          |    |    | ★  | ★       | ★  |    | ★  |              |
|   |  | Describe the ways in which similarities and differences can affect relationships   |                    |   |    |    | ★         |    |    |    |          |    |    | ★  |         | ★  | ★  | ★  |              |
|   |  | Identify the importance of including others in activities, groups and games  | ★                  |   |    |    | ★         |    |    |    |          |    |    |    |         | ★  |    | ★  |              |
|   | Collaboration  | Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate                                       | ★                  |   |    |    |           |    |    |    |          |    |    |    |         |    |    |    | ★            |
|   |  | Identify conflicts that may occur in peer groups and suggest possible causes and resolutions   |                    |   |    |    | ★         |    |    | ★  |          |    |    |    |         | ★  | ★  | ★  |              |
|   | <br>Intercultural | Cultural Diversity   | Cultural Practices | Compare their own and others cultural practices, showing how these may influence the ways people relate to each other | ★  |    |           |    | ★  |    |          |    |    | ★  |         | ★  |    |    |              |
| Explain the role of cultural traditions in the development of personal, group and national identities   |  |  | ★                  |   |    |    | ★         |    |    |    |          |    |    | ★  |         |    |    |    |              |
| Identify how understanding between culturally diverse groups can be encouraged and achieved   |  |  | ★                  |   |    |    | ★         |    |    |    |          |    |    | ★  | ★       | ★  |    | ★  | ★            |