







Victorian Curriculum Outcomes

LEVEL 3-4

LEARNING AREA OUTCOMES	ELEMENTS	CONTENT DESCRIPTION	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY						
			LESSON				LESSON				LESSON				LESSON						
			01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16			
 Health and Physical Education 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					★	★					★	★	★		★			★	★
Contributing to healthy and active communities	Describe strategies to make the classroom and playground healthy, safe and active spaces		★	★	★	★	★	★			★	★	★	★	★	★	★	★	★	★	
 Digital Technologies	Data and Information	Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols	★	★	★	★				★	★									★	
	Creating Digital Solutions	Explain how student-developed solutions and existing information systems meet common personal, school or community needs		★	★						★										

GENERAL CAPABILITIES	ELEMENTS	CONTENT DESCRIPTION	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY						
			LESSON				LESSON				LESSON				LESSON						
			01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16			
 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	★	★	★	★	★	★	★			★	★	★		★	★	★			
	Meta-Cognition	Explore distinctions when organising and sorting information and ideas from a range of sources									★	★				★		★			
		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		★	★			★					★	★	★		★						
 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					★	★						★	★	★	★	★			★
	 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	★				★	★	★				★	★	★		★	★	★			
 Intercultural	Cultural Practices	Compare their own and others cultural practices, showing how these may influence the ways people relate to each other														★	★	★			
	Cultural Diversity	Identify how understandings between culturally diverse groups can be encouraged and achieved						★				★							★		