CURRICULUM LINKS - AUSTRALIAN

Level	Curriculum Area	Sub Area	Sub Area 2	Descriptor
All	Sustainability	Organising Ideas	Futures	**OI.6:** the sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future **OI.7:** actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments **OI.8:** designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts **OI.9:** sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments
1 - 4	Critical and Creative Thinking	Inquiring – identifying, exploring and organising information and ideas	Pose Questions	**L1:** pose factual and exploratory questions based on personal interests and experiences **L2:** pose questions to identify and clarify issues, and compare information in their world **L3:** pose questions to expand their knowledge about the world **L4:** pose questions to clarify and interpret information and probe for causes and consequences
			Identify and clarify information and ideas	**L1:** identify and describe familiar information and ideas during a discussion or investigation **L2:** identify and explore information and ideas from source materials **L3:** identify main ideas and select and clarify information from a range of sources **L4:** identify and clarify relevant information and prioritise ideas

CURRICULUM LINKS - AUSTRALIAN

Level	Curriculum Area	Sub Area	Sub Area 2	Descriptor
1 - 4	Critical and Creative Thinking	Inquiring – identifying, exploring and organising information and ideas	Organise and process information	**L1:** gather similar information or depictions from given sources **L2:** organise information based on similar or relevant ideas from several sources **L3:** collect, compare and categorise facts and opinions found in a widening range of sources **L4:** analyse, condense and combine relevant information from multiple sources
		Generating ideas, possibilities and actions	Imagine possibilities and connect ideas	**L1:** use imagination to view or create things in new ways and connect two things that seem different **L2:** build on what they know to create ideas and possibilities in ways that are new to them **L3:** expand on known ideas to create new and imaginative combinations **L4:** combine ideas in a variety of ways and from a range of sources to create new possibilities
			Consider alternatives	**L1:** suggest alternative and creative ways to approach a given situation or task **L2:** identify and compare creative ideas to think broadly about a given situation or problem **L3:** explore situations using creative thinking strategies to propose a range of alternatives **L4:** identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions
			Seek solutions and put ideas into action	**L1:** predict what might happen in a given situation and when putting ideas into action **L2:** investigate options and predict possible outcomes when putting ideas into action **L3:** experiment with a range of options when seeking solutions and putting ideas into action **L4:** assess and test options to identify the most effective solution and to put ideas into action

CURRICULUM LINKS - AUSTRALIAN

Level	Curriculum Area	Sub Area	Sub Area 2	Descriptor
1 - 4	Critical and Creative Thinking	Reflecting on thinking and processes	Think about thinking (metacognition)	**L1:** describe what they are thinking and give reasons why **L2:** describe the thinking strategies used in given situations and tasks **L3:** reflect on, explain and check the processes used to come to conclusions **L4:** reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary
			Reflect on processes	**L1:** identify the main elements of the steps in a thinking process **L2:** outline the details and sequence in a whole task and separate it into workable parts **L3:** identify pertinent information in an investigation and separate into smaller parts or ideas **L4:** identify and justify the thinking behind choices they have made
		Analysing, synthesising and evaluating reasoning and procedures	Apply logic and reasoning	**L1:** identify the thinking used to solve problems in given situations **L2:** identify reasoning used in choices or actions in specific situations **L3:** identify and apply appropriate reasoning and thinking strategies for particular outcomes **L4:** assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome
			Draw conclusions and design a course of action	**L1:** share their thinking about possible courses of action **L2:** identify alternative courses of action or possible conclusions when presented with new information **L3:** draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion **L4:** scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action

CURRICULUM LINKS - AUSTRALIAN

Level	Curriculum Area	Sub Area	Sub Area 2	Descriptor
1 - 4	Critical and Creative Thinking	Analysing, synthesising and evaluating reasoning and procedures	Evaluate procedures and outcomes	**L1:** check whether they are satisfied with the outcome of tasks or actions **L2:** evaluate whether they have accomplished what they set out to achieve **L3:** explain and justify ideas and outcomes **L4:** evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria
1b-4	Personal and social capability	Social Awareness	Appreciate diverse perspectives	**L1b:** acknowledge that people hold many points of view **L2:** describe similarities and differences in points of view between themselves and people in their communities **L3:** discuss the value of diverse perspectives and describe a point of view that is different from their own **L4:** explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others
			Contribute to civil society	**L1b:** describe ways they can help at home and school **L2:** describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them **L3:** identify the various communities to which they belong and what they can do to make a difference **L4:** identify a community need or problem and consider ways to take action to address it
2	English	Literacy	Creating texts	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 (ACELY1671)
				Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)

CURRICULUM LINKS - AUSTRALIAN

Level	Curriculum Area	Sub Area	Sub Area 2	Descriptor
3	English	Literacy	Creating texts	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)
				Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)
4	English	Literacy	Creating texts	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)
				Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)
5	English	Literacy	Creating texts	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
				Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)
6	English	Literacy	Creating texts	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
				Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

CURRICULUM LINKS - AUSTRALIAN

Level	Curriculum Area	Sub Area	Sub Area 2	Descriptor
2	Science	Science inquiry skills	Questioning and predicting	Pose and respond to questions, and make predictions about familiar objects and events (ACSIS037)
			Planning and conducting	Participate in guided investigations to explore and answer questions (ACSIS038)

CURRICULUM LINKS - NSW EDUCATION STANDARDS

Level	Curriculum Area	Objective	Sub Objective	Descriptor
1	English	Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	Communicate through speaking, listening, reading, writing, viewing and representing	EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers
				EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media
			Think in ways that are imaginative, creative, interpretive and critical	EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts
			Express themselves and their relationships with others and their world	EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences
2	English	Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	Communicate through speaking, listening, reading, writing, viewing and representing	EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language
				EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies

CURRICULUM LINKS - NSW EDUCATION STANDARDS

Level	Curriculum Area	Objective	Sub Objective	Descriptor
2	English	Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	Think in ways that are imaginative, creative, interpretive and critical	EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
			Express themselves and their relationships with others and their world	EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own
3	English	Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	Communicate through speaking, listening, reading, writing, viewing and representing	EN3-2A composes, edits and presents well-structured and coherent texts
				EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies
			Think in ways that are imaginative, creative, interpretive and critical	EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts