

REFUGEE DIARIES CURRICULUM LINKS

Suitable for: Stages 4 – 6

Curriculum links: PDHPE, English, Drama, Geography, History, Society and Culture, Social Justice, Social Cohesion and Wellness Programs.

PDHPE		
STAGE	CONTENT	OUTCOMES
Stage 4	<ul style="list-style-type: none"> Practice and apply skills and strategies to seek help for themselves and others. Describe how rights and responsibilities contribute to respectful relationships. Explain how a sense of belonging and connection to our communities can enhance health, safety and wellbeing. 	<p>PD4-3 Investigates effective strategies to promote inclusivity, equality and respectful relationships.</p> <p>PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.</p>
Stage 5	<ul style="list-style-type: none"> Evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples. Investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships. 	<p>PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.</p> <p>PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.</p>
ENGLISH		
STAGE	CONTENT	OUTCOMES
Stage 4	<ul style="list-style-type: none"> Explore how language and text are acts of representation that range from objective to subjective and may offer layers of literal or implied meanings, and apply this understanding in own texts Analyse how figurative language and devices can represent ideas, thoughts and feelings to communicate meaning 	<p>EN4-URA-01 Analyses how meaning is created through the use of and response to language forms, features and structures.</p>

	<ul style="list-style-type: none"> • Recognise how texts engage and position the audience to perceive events, characters and ideas using narrative voice and focalisers, tense, sequencing and intrusion, and apply this understanding in own texts • Understand how choice of first, second and third-person voice can establish different relationships between creator and audience, and experiment with changes in point of view in own texts • Examine how narratives can depict personal and collective identities, values and experiences • Understand how perspectives are shaped by language and text • Explore how the perspectives of audiences shape engagement with, and response to, texts • Examine how elements of personal and social contexts can inform the perspective and purpose of texts and influence creative decisions • Consider the influence of cultural context on language • Analyse how engaging personal voice is constructed in texts through linguistic and stylistic choices, and experiment with these choices in own texts 	<p>EN4-URB-01 Examines and explains how texts represent ideas, experiences and values.</p>
<p>Stage 5</p>	<ul style="list-style-type: none"> • Analyse the main ideas and thematic concerns represented in texts • Clarify and justify personal responses to texts, explaining how aspects of the text, such as character, genre, tone, salience or voice, position a reader and influence these personal responses • Engage in sustained and varied reading that presents increasingly diverse and complex perspectives and experiences, including those of Aboriginal and Torres Strait Islander Peoples, and respond in a range of ways, including through extended written responses • Consider how the social, cultural and ethical positions represented in texts represent, affirm or challenge views of the world • Explore how characters in texts can be lifelike constructions with whom audiences establish intellectual and emotional connections, and can be perceived to reflect, challenge or subvert particular values and attitudes 	<p>EN5-RVL-01 Uses a range of personal, creative and critical strategies to interpret complex texts.</p> <p>EN5-URA-01 Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.</p> <p>EN5-URB-01 Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.</p>

	<ul style="list-style-type: none"> Analyse how narrative conventions vary across genres, modes, media and contexts and how they can be used to represent ideas and values and shape responses, and apply this understanding in own texts Explore how narratives can represent and shape personal and shared identities, values and experiences Analyse how themes can be understood to underpin cohesive meaning in texts, and apply this understanding in own texts Evaluate how texts can position audiences to accept, challenge or reject particular perspectives of the world, and reflect on this in own texts Analyse how elements of an author’s personal, cultural and political contexts can shape their perspectives and representation of ideas, including form and purpose Appreciate how all communication is a product of cultural context Explain how texts affirm or challenge established cultural attitudes and values in different contexts 		
DRAMA			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 4	Dramatic Contexts: Protest/Political Theatre	<p>Students will develop knowledge, understanding and skills, individually and collaboratively, through:</p> <ul style="list-style-type: none"> Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience. 	<p>4.3.1 Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama.</p> <p>4.3.2 Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience.</p> <p>4.3.3 Describes the contribution of individuals and groups in drama using relevant drama terminology.</p>

<p>Stage 5</p>	<p>Dramatic Contexts: Protest/Political Theatre</p>	<p>Students will develop knowledge, understanding and skills, individually and collaboratively, through:</p> <ul style="list-style-type: none"> • Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience. 	<p>4.3.1 Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama.</p> <p>4.3.2 Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience.</p> <p>4.3.3 Describes the contribution of individuals and groups in drama using relevant drama terminology.</p>
<p>Stage 6 Preliminary</p>	<p>Elements of Production in Performance</p> <p>Theatrical Traditions and Performance Style</p>	<p>Students will develop knowledge and understanding about and skills in:</p> <ul style="list-style-type: none"> • The diversity of the art of dramatic and theatrical performance. • Recognising the place and function of drama and theatre in communities and societies, past and present. • Critically studying a variety of forms and styles used in drama and theatre. • Drama and theatre as a community activity, a profession and an industry. 	<p>P2.2 Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers.</p> <p>P2.6 Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance.</p> <p>P3.2 Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques.</p> <p>P3.3 Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements.</p>

			P3.4 Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest.
Stage 6 HSC	Australian Drama and Theatre (core study): Topic 2: Contemporary Australian Theatre Practice	Students will develop knowledge and understanding about and skills in: <ul style="list-style-type: none"> • The diversity of the art of dramatic and theatrical performance. • Recognising the place and function of drama and theatre in communities and societies, past and present. • Critically studying a variety of forms and styles used in drama and theatre. • Drama and theatre as a community activity, a profession and an industry. 	H2.4 Appreciates the dynamics of drama as a performing art. H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements. H3.4 Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies.
GEOGRAPHY			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 4	Place and Liveability Interconnections	Develop knowledge and understanding of: <ul style="list-style-type: none"> • The features and characteristics of places and environments across a 	GE4-3 Explains how interactions and connections between people, places and environments result in change. GE4-4 Examines perspectives of people and organisations on a range of

		<p>range of scales.</p> <ul style="list-style-type: none"> • Interactions between people, places and environments. <p>Develop values and appreciate:</p> <ul style="list-style-type: none"> • Geography as the study of interactions between people, places and environments. • The role of being informed, responsible and active citizens. 	<p>geographical issues.</p> <p>GE4-6 Explains differences in human wellbeing.</p>
Stage 5	<p>Changing Places</p> <p>Human Wellbeing</p>	<p>Develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • The features and characteristics of places and environments across a range of scales. • Interactions between people, places and environments. <p>Develop values and appreciate:</p> <ul style="list-style-type: none"> • Geography as the study of interactions between people, places and environments. • The role of being informed, responsible and active citizens. 	<p>GE5-2 Explains processes and influences that form and transform places and environments.</p> <p>GE5-3 Analyses the effect of interactions and connections between people, places and environments.</p> <p>GE5-6 Analyses differences in human wellbeing and ways to improve human wellbeing.</p>
Stage 4 & 5 Elective	Global Citizenship	<p>Develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • Interactions between people, places and environments. 	<p>GEE4-4 Describes the interactions and connections between people, places and environments that impact on sustainability.</p> <p>GEE4-5 Describes contemporary</p>

		<ul style="list-style-type: none"> Contemporary geographical issues and their management. <p>Develop values and appreciate:</p> <ul style="list-style-type: none"> Geography as the study of interactions between people, places and environments. The role of being informed, responsible and active citizens. 	<p>geographical issues and events.</p> <p>GEE4-6 Discusses perspectives of people and organisations on a range of geographical issues.</p> <p>GEE5-4 Assesses the interactions and connections between people, places and environments that impact on sustainability.</p> <p>GEE5-5 Accounts for contemporary geographical issues and events that impact on places and environments.</p> <p>GEES-6 Explains how perspectives of people and organisations influence a range of geographical issues.</p>
HISTORY			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 5	<p>Depth Study 5: The Globalising World</p> <ul style="list-style-type: none"> Migration Experiences 	<p>Develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ideas, movements, people and events that shaped past civilisations, the modern world and Australia. <p>Develop skills to:</p> <ul style="list-style-type: none"> undertake the process of historical inquiry. 	<p>HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia.</p> <p>HT5-2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.</p> <p>HT5-3 Explains and analyses the motives and actions of past individuals and groups in the</p>

			<p>historical contexts that shaped the modern world and Australia.</p> <p>HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia.</p> <p>HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process.</p> <p>HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.</p> <p>HT5-7 Explains different contexts, perspectives and interpretations of the modern world and Australia.</p>
SOCIETY AND CULTURE			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 6 Preliminary	Intercultural Communication	<p>Students will develop knowledge and understanding about</p> <ul style="list-style-type: none"> Personal, social and cultural identity and interactions within societies and cultures. How personal experience and public knowledge interact to develop social and cultural literacy. 	<p>P3 Identifies and describes relationships and interactions within and between social and cultural groups.</p> <p>P4 Identifies the features of social and cultural literacy and how it develops.</p> <p>P5 explains continuity and change and their implications for societies and cultures.</p>

		<ul style="list-style-type: none"> • Continuity and change, personal and social futures. <p>Students will develop informed and responsible values and attitudes towards</p> <ul style="list-style-type: none"> • Intercultural understanding. • Informed and active citizenship. 	
Stage 6 HSC	<p>Social and Cultural Continuity and Change</p> <p>Social Inclusion and Exclusion</p>	<p>Students will develop knowledge and understanding about</p> <ul style="list-style-type: none"> • Personal, social and cultural identity and interactions within societies and cultures. • How personal experience and public knowledge interact to develop social and cultural literacy. • Continuity and change, personal and social futures. <p>Students will develop informed and responsible values and attitudes towards</p> <ul style="list-style-type: none"> • Intercultural understanding. • Informed and active citizenship. 	<p>H3 Analyses relationships and interactions within and between social and cultural groups.</p> <p>H4 Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy.</p> <p>H5 Analyses continuity and change and their influence on personal and social futures.</p>