

NSW STATE CURRICULUM LINKS
AMPHIBIAN

Suitable for Years 7 – 10 (Stages 4 – 5)

Subject Areas English, Drama, PDHPE

STAGE 4		
ENGLISH		
Content	Objectives	Outcomes
Appreciating and Identifying the Diverse Ways Texts Can Represent Personal and Public Worlds, Cultural Assumptions and their Effects on Meaning	Communicate through speaking, listening, reading, writing, viewing and representing	EN4-1A: Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-2A: Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
	Use language to shape and make meaning according to purpose, audience and context	EN4-3B: Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-4B: Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
	Think in ways that are imaginative, creative, interpretive and critical	EN4-5C: Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-6C: Identifies and explains connections between and among texts
		EN4-7D: Demonstrates understanding of how

	Express themselves and their relationships with others and their world	texts can express aspects of their broadening world and their relationships within it
		EN4-8D: Identifies, considers and appreciates cultural expression in texts
	Learn and reflect on their learning through their study of English	EN4-9E: Recognises, reflects on and assesses their strengths as a learner
DRAMA		
Content	Objectives	Outcomes
Appreciating and Identifying Elements of Drama, Dramatic Forms, Performance Styles, Techniques and Conventions	3. Knowledge, understanding and skills, individually and collaboratively, through appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience	4.3.1: Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
		4.3.2: Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
		4.3.3: Describes the contribution of individuals and groups in drama using relevant drama terminology
PDHPE		
Appreciating and Identifying an Understanding of Strategies and Contextual Factors that Promote a Sense of Health, Wellbeing, Personal Identity and Resilience, and Respectful Relationships	Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	PD4-1: Examines and evaluates strategies to manage current and future challenges
		PD4-2: Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
		PD4-3: Investigates Effective strategies to Promote inclusivity, equality and respectful

		relationships
	Understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity	PD4-6: Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
	Enact and strengthen health, safety, wellbeing and participation in physical activity	PD4-7: Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
		PD4-8: Plans for and participates in activities that encourage health and a lifetime of physical activity

STAGE 5		
ENGLISH		
Content	Content	Content
Understanding and Evaluating the Diverse and Complex Ways Texts Can Represent Personal and Public Worlds, Cultural Assumptions and their Effects on Meaning	Communicate through speaking, listening, reading, writing, viewing and representing	EN5-1A: Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
		EN5-2A: Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
	Use language to shape and make meaning according to purpose, audience and context	EN5-3B: Selects and uses language forms, features and structures of texts appropriate to a

		range of purposes, audiences and contexts, describing and explaining their effects on meaning
		EN5-4B: Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
	Think in ways that are imaginative, creative, interpretive and critical	EN5-5C: Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
	Express themselves and their relationships with others and their world	EN5-7D: Understands and evaluates the diverse ways texts can represent personal and public worlds
		EN5-8D: Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
	Learn and reflect on their learning through their study of English	EN5-9E: Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness
DRAMA		
Content	Objectives	Outcomes
Understanding and Evaluating Complex Elements of Drama, Dramatic Forms, Performance Styles, Techniques and Conventions	3. Knowledge, understanding and skills, individually and collaboratively, through appreciating the meaning and function of drama and	5.3.1: Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

	theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience	<p>5.3.2: Analyses the contemporary and historical contexts of drama</p> <p>5.3.3: Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</p>
PDHPE		
Content	Content	Content
Understanding and Evaluating Complex Strategies and Contextual Factors that Promote a Sense of Health, Wellbeing, Personal Identity and Resilience, and Respectful Relationships	Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	PD5-1: Assesses their own and others' capacity to reflect on and respond positively to challenges
		PD5-2: Researches and appraises the effectiveness of health Information and support Services available in the community
		PD5-3: Analyses factors and strategies that Enhance inclusivity, equality and respectful relationships
	Understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity	PD5-6: Critiques Contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
Enact and strengthen health, safety, wellbeing and participation in physical activity		PD5-7: Plans, implements and critiques strategies to Promote health, safety, wellbeing and participation in physical activity in their communities
		PD5-8: Designs,

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		Implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
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