

**Riverside Theatres
2017 Education Program
NSW Curriculum Links**

Show: Will To Fly

Suitable for: Years 5 - 12 (Stages 3 - 6)

Subject Links: English, PDHPE, Physical Activity, Community and Family Studies

English

Stage	Content	Objectives	Outcomes
Stage 3	<p>Speaking and listening: Spoken text Discussion Guest Speaker</p> <p>Text type: documentary film</p> <p>Text that is informative and persuasive</p> <p>Text with first person and third person narration</p> <p>Text with multimedia elements, information and ideas, personal perspective</p> <p>Text from a point of view</p> <p>Text that uses creative features and is exciting</p>	<p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective C: Think in ways that are imaginative, creative, interpretive and critical</p> <p>Objective D: Express themselves and their relationships with others and their world</p>	<p>EN3-1A: Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features</p> <p>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</p> <p>EN3-7C: Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-8D: Identifies and considers how different viewpoints of their world, including aspects of culture, are</p>

			represented in texts
Stage 4	<p>Text about Personal and social capability; Work & Enterprise</p> <p>Text that is spoken; Text that is informative</p> <p>Text media - film</p> <p>Text with referenced sources</p> <p>Text with storytelling via film. Text with a considered point of view.</p> <p>Text created for a purpose and specific audience.</p> <p>Text type: film</p> <p>Texts about Gender Perspectives</p>	<p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective B: Use language to shape and make meaning according to purpose, audience and context</p> <p>Objective C: Think in ways that are imaginative, creative, interpretive and critical</p> <p>Objective D: express themselves and their relationships with others and their world</p>	<p>EN4-1A: Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN4-2A: Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</p> <p>EN4-3B: Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p>EN4-5C: Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</p> <p>EN4-6C: Identifies and explains connections between and among texts</p> <p>EN4-7D: Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it</p>

			EN4-8D: Identifies, considers and appreciates cultural expression in texts
Stage 5	<p>Text about Personal and social capability; Work & Enterprise</p> <p>Purposeful text to inform, persuade and engage</p> <p>Text: Presenting information, opinions and perspectives. Text with still and moving images</p> <p>Text with embedded perspectives</p> <p>Visual text - film</p> <p>Visual text - documentary</p> <p>Factual text from a particular point of view</p> <p>Texts by a specific composer: filmmaker Text about a</p>	<p>Objective A: communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective B: use language to shape and make meaning according to purpose, audience and context</p> <p>Objective C: think in ways that are imaginative, creative,</p>	<p>EN5-1A: Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>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</p> <p>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</p> <p>EN5-4B: Effectively transfers knowledge, skills and understanding of language concepts to new and different contexts</p> <p>EN5-5C Thinks imaginatively, creatively, interpretively</p>

	<p>particular genre: sport, documentary</p> <p>Text with personal experience & perspective & specific social position</p> <p>Text that challenges established cultural attitudes and values</p>	<p>interpretive and critical</p> <p>Objective D: Express themselves and their relationships with others and their world</p>	<p>and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-6C: Investigates the relationships between and among texts</p> <p>EN5-7D: Understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D: Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>
<p>Stage 6- Preliminary*</p> <p>* English Standard Objectives and Outcomes are cited but the equivalent Advanced Objectives and Outcomes also apply.</p>	<p>Text Type - Film (documentary film)</p> <p>Example areas of Study: Journeys; Belonging; Sport; Women in Sport; Personal Goals</p>	<p>Students will develop knowledge and understanding of the contexts, purposes and audiences of texts.</p> <p>Students will develop knowledge and understanding of the forms and features of language, and the structures of texts.</p> <p>Students will develop skills in responding to and composing a range of texts.</p>	<p>1. A student demonstrates an understanding of the relationships between composer, responder, text and context.</p> <p>4. A student identifies and describes language forms and the features, and structures of particular texts which shape meaning and influence responses.</p> <p>5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.</p> <p>6. A student engages</p>

		Students will develop skills in investigation, imaginative and critical thinking, and synthesis of ideas	with a wide range of texts to develop a considered and informed personal response. 10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts
<p>Stage 6 - HSC</p> <p>* English Standard Objectives and Outcomes are cited but the equivalent Advanced Objectives and Outcomes also apply.</p>	<p>Supplementary Text for:</p> <p>Area of Study: Discovery</p> <p>Standard Module A: Experience Through Language: Elective 1: Distinctive Voices</p> <p>Standard Module C: Texts & Society: Elective 1 - Exploring Interactions; Elective 2 - Exploring Transitions</p> <p>Advanced Module C: Representation and Text: Elective 2: Representing People and Landscapes</p> <p>ESL Module A: Experience Through Language Elective 1: Australian Voices</p> <p>English Extension 1 Module A: Genre: Elective 1: Life Writing</p>	<p>Students will develop knowledge and understanding of the contexts, purposes and audiences of texts</p> <p>Students will develop knowledge and understanding of the forms and features of language and structures of texts</p> <p>Students will develop skills in responding to and composing a range of texts</p>	<p>1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning</p> <p>2. A student demonstrates understanding of the relationships among texts</p> <p>4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.</p> <p>5. A student analyses the effect of technology and medium on meaning</p> <p>6. A student engages with the details of text in order to respond critically and personally</p>

PDHPE

Stage	Content	Objectives	Outcomes
Stage 3	<p>Strand 1: Active Lifestyle Components of an Active Lifestyle Ways to Be Active Effects of Physical Activity</p> <p>Strand 3 Games and Sports: Strand 4 Growth and Development: Personal Identity The Body Values</p> <p>Strand 5: Gymnastics Strand 6 Interpersonal Relationships: Relationships Communication Families Peers Groups</p> <p>Strand 7: Personal Health Choices: Making Decisions</p> <p>Strand 8 Safe Living: Personal Safety</p>	<p>1. Values and Attitudes: To develop students' appreciation of and a commitment to healthy and socially just ways of living.</p> <p>2. Skills: To develop students' skills in: Making, communicating and acting upon health decisions Forming and maintaining positive relationships</p> <p>3. Knowledge: To develop students' knowledge and understanding about: Ways to enhance personal and community health and wellbeing, and The composition, performance and appraisal of movement</p>	<p>ALS3.6: Shows how to maintain and improve the quality of an active lifestyle</p> <p>GDS3.9: Explains and demonstrates strategies for dealing with life changes</p> <p>IRS3.11: Describes roles and responsibilities in developing and maintaining positive relationships</p> <p>PHS3.12: Explains the consequences of personal lifestyle choices</p> <p>SLS3.13: Describes safe practices that are appropriate to a range of situations and environments</p>
Stage 4	<p>Strand 1: Self and relationships</p> <p>Strand 2: Movement Skill</p>	<p>Enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships</p> <p>Move with confidence and competence, and</p>	<p>4.1: Describes and analyses the influences on a sense of self</p> <p>4.3: Describes the qualities of positive relationships and strategies to address the abuse of power</p> <p>4.4: Demonstrates and</p>

	<p>and Performance: influences on skills development & performance</p> <p>Strand 3: Individual and community health: the nature of health & mental health Exploring risk & strategies to minimize harm</p> <p>Skills that enhance learning in PDHPE</p>	<p>contribute to the satisfying and skilled performance of others</p> <p>Take actions to protect, promote and restore individual and community health</p> <p>Develop and apply the skills that enable them to adopt and promote healthy and active lifestyles</p>	<p>refines movement skills in a range of contexts and environments</p> <p>4.6: Describes the nature of health and analyses how health issues may impact on young people</p> <p>4.7 Identifies the consequences of risk behaviours and describes strategies to minimise harm</p> <p>4.11: Selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations</p>
Stage 5	<p>Strand 1: Self and relationships: challenges and opportunities; strengthening resiliency; developing equal and respectful relationships</p> <p>Strand 2: Movement Skill and Performance: influences on skills development & performance</p> <p>Strand 3: Individual and community health: mental health; risk</p>	<p>Enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships</p> <p>Move with confidence and competence, and contribute to the satisfying and skilled performance of others</p> <p>Take actions to protect, promote and restore individual and community health</p>	<p>5.1: Analyses how they can support their own and others sense of self</p> <p>5.2: Evaluates their capacity to reflect on and respond positively to challenges</p> <p>5.3 Analyses factors that contribute to positive, inclusive, and satisfying relationships</p> <p>5.4: Adapts, transfers and improvises movement skills and concepts to improve performance</p> <p>5.6: Analyses attitudes, behaviours and consequences related to health issues affecting young people</p>

	<p>behaviours</p> <p>Strand 4: Lifelong physical activity</p> <p>Skills that enhance learning in PDHPE</p>	<p>Participate in and promote enjoyable lifelong physical activity</p> <p>Develop and apply the skills that enable them to adopt and promote healthy and active lifestyles</p>	<p>5.7: Analyses influences on health decision-making and develops strategies to promote healthy and safe behaviours</p> <p>5.9: Formulates goals and applies strategies to enhance participation in lifelong physical activity</p> <p>5.10: Adopts roles to enhance their own and others' enjoyment of physical activity</p> <p>5.11: Adapts and evaluates communication skills and strategies to justify opinions ideas and feelings in increasingly complex situations</p>
Stage 6: Preliminary	Preliminary Option 3: Fitness Choices	An ability to apply the skills of critical thinking, research and analysis	<p>P16: Uses a range of sources to draw conclusions about health and physical activity concepts</p> <p>P17: Analyses factors influencing movement and patterns of participation</p>
Stage 6: HSC	<p>HSC Option 2: Sport and Physical Activity in Australian Society</p> <p>HSC Option 3: Sports Medicine</p> <p>HSC Option 4: Improving Performance</p>	<p>Knowledge and understanding about the way the body moves</p> <p>An ability to take action to improve participation and performance in physical activity</p>	<p>H8: Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</p> <p>H9: Explains how movement skills is acquired and appraised</p> <p>H10: Designs and implements training plans to improve performance</p> <p>H12: Analyses the influence of sociocultural</p>

		An ability to apply the skills of critical thinking, research and analysis	factors on the way people participate in and value physical activity and sport (Option 2) H16: Devises methods of gathering, interpreting and communicating information and health and physical activity concepts
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Physical Activity

Stage	Content	Objectives	Outcomes
Years 7 - 10		<p>1. Develop a foundation for efficient and enjoyable participation and performance in physical activity and sport</p> <p>2. Develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing</p>	<p>1.1: Discusses factors that limit and enhance capacity to move and perform</p> <p>1.2: Analyses the benefits of participation and performance in physical activity and sport</p> <p>2.1: Discusses the nature and impact of historical and contemporary issues in physical activity and sport</p> <p>2.2: Analyses physical activity and sport from personal, social and cultural perspectives</p>

Community & Family Studies

Stage	Content	Objectives	Outcomes
Stage 6 - Preliminary	<p>Preliminary Core: Resource management: influences on resources management</p> <p>Preliminary Core: Individuals and groups: family, friendships, sporting groups; roles within groups</p> <p>Preliminary Core: Families and Communities</p>	<p>1. Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing</p> <p>2. Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing</p> <p>3. Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities</p>	<p>P1.1: Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</p> <p>P2.1: Accounts for the roles and relationships that individuals adopt within groups</p> <p>P2.2: Describes the role of the family and other groups in the socialisation of individuals</p> <p>P2.3: Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</p> <p>P2.4: Analyses the interrelationships between internal and external factors and their impact on family functioning</p> <p>P3.2: Analyses the significance of gender in defining roles and relationships</p>
Stage 6 - HSC	<p>HSC Core: Parenting and caring: factors affecting roles; support</p> <p>HSC option:</p>	<p>1. Knowledge and understanding about resource management and its role in ensuring individual, group, family and community</p>	<p>H1.1: Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities</p>

	<p>Family and societal interactions</p> <p>HSC Option: Social impact of technology</p> <p>HSC Option: Individuals and work</p>	<p>wellbeing</p> <p>2. Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing</p> <p>3. Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities</p> <p>6. Skills in critical thinking and the ability to take responsible action to promote wellbeing</p>	<p>H2.3: Critically examines how individual rights and responsibilities in various environments contribute to wellbeing</p> <p>H3.2: Evaluates networks available to individuals, groups and families within communities</p> <p>H3.4: Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities</p> <p>H6.1: Analyses how the empowerment of women and men influences the way they function within society</p>
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