



Paralympic Education Program

Presented by



Australian Curriculum Links



Introduction

This document includes the content descriptors from the Australian Curriculum which align with the I'mPOSSIBLE Unit of Work. For each lesson in the I'mPOSSIBLE Toolkit, the learning area and general capabilities have been identified to help teacher planning.

English

Year 1

- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)

Year 2

- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

Year 3

- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)

Year 4

- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

Year 5

- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

Year 6

- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)





Humanities and Social Sciences

Year 1 and 2

- Pose questions about past and present objects, people, places and events (ACHASSI018, ACHASSI034)
- Collect data and information from observations and identify information and data from sources provided (ACHASSI019, ACHASSI035)
- Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI027, ACHASSI043)

Year 1 Geography

- Activities in the local place and reasons for their location (ACHASSK033)

Year 2 History

- The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)

Year 2 Geography

- The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)
- The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)

Year 3 and 4

- Pose questions to investigate people, events, places and issues (ACHASSI052, ACHASSI073)
- Draw simple conclusions based on analysis of information and data (ACHASSI058, ACHASSI079)
- Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061, ACHASSI082)

Year 3 History

- How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)
- Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)

Year 3 Civics and Citizenship

- Why people participate within communities and how students can actively participate and contribute (ACHASSK072)

Year 4 Civics and Citizenship

- The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)

Year 5 and 6

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094, ACHASSI122)
- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099, ACHASSI127)
- Work in groups to generate responses to issues and challenges (ACHASSI102, ACHASSI130)
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105, ACHASSI133)

Year 5 Civics and Citizenship

- How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

Year 6 Geography

- Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)

Year 6 History

- The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)

Year 6 Civics and Citizenship

- The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)

Health and Physical Education

Year 1 and 2

- Describe ways to include others to make them feel they belong (ACPPS019)
- Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)
- Create and participate in games with and without equipment (ACPMP027)
- Use strategies to work in group situations when participating in physical activities (ACPMP030)

Year 3 and 4

- Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)
- Participate in physical activities from their own and other cultures (ACPMP108)
- Adopt inclusive practices when participating in physical activities (ACPMP048)

Year 5 and 6

- Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)
- Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)
- Participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding (ACPMP066)
- Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)

By lesson plan

The Paralympic Games: What are they?

Learning areas

- Humanities and Social Sciences

General Capabilities

- Literacy
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

The Paralympic Values

Learning areas

- English

General Capabilities

- Literacy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social Capability

Para sports. What are they and how are they played?

Learning areas

- Humanities and Social Sciences
- English

General Capabilities

- Critical and Creative Thinking
- Personal and Social Capability
- Intercultural Understanding

Let's play the Para sport of sitting volleyball

Learning areas

- Health and Physical Education

General Capabilities

- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Let's play the Para sport of goalball

Learning areas

- Health and Physical Education

General Capabilities

- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Let's play the Para sport of boccia

Learning areas

- Health and Physical Education

General Capabilities

- Numeracy
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Let's experience Para athletics

Learning areas

- Health and Physical Education

General Capabilities

- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

