

Paying It Forward

Aligned with the Australian Curriculum

YEARS
F-2

Unit Mapping

FOUNDATION YEAR

| Content descriptions | Topic | | | | | |
|--|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| English | | | | | | |
| Language for interacting with others | | | | | | |
| Explore different ways of using language to express preferences, likes and dislikes (AC9EFLA02) | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Language for expressing and developing ideas | | | | | | |
| Recognise that sentences are key units for expressing ideas (AC9EFLA05) | ✓ | | ✓ | ✓ | | ✓ |
| Recognise that sentences are made up of groups of words that work together in particular ways to make meaning (AC9EFLA06) | | | ✓ | ✓ | | |
| Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school (AC9EFLA08) | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end (AC9EFLA09) | | | ✓ | ✓ | | ✓ |
| Literature and contexts | | | | | | |
| Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9EFLE01) | | | ✓ | | | |
| Engaging and responding to literature | | | | | | |
| Respond to stories and share feelings and thoughts about their events and characters (AC9EFLE02) | | | ✓ | | | |

| Content descriptions | Topic | | | | | |
|---|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Creating literature | | | | | | |
| Retell and adapt familiar literary texts through play, performance, images or writing (AC9EFLE05) | | | ✓ | ✓ | | |
| Interacting with others | | | | | | |
| Interact in informal and structured situations by listening while others speak and using features of voice including volume levels (AC9EFLY02) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Analysing, interpreting and evaluating | | | | | | |
| Read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge (AC9EFLY04) | | | | ✓ | | ✓ |
| Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently (AC9EFLY05) | | | ✓ | | ✓ | |
| Creating texts | | | | | | |
| Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly (AC9EFLY06) | | ✓ | ✓ | ✓ | | ✓ |
| Create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume (AC9EFLY07) | | | | ✓ | | ✓ |
| Form most lower-case and upper-case letters using learnt letter formations (AC9EFLY08) | | | ✓ | ✓ | | ✓ |
| Phonic and word knowledge | | | | | | |
| Use knowledge of letters and sounds to spell words (AC9EFLY13) | | | ✓ | ✓ | | ✓ |
| Read and write some high-frequency words and other familiar words (AC9EFLY14) | | | ✓ | ✓ | | ✓ |
| Mathematics | | | | | | |
| Number | | | | | | |
| Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals (AC9MFN01) | | ✓ | | | ✓ | |
| Recognise and name the number of objects within a collection up to 5 using subitising (AC9MFN02) | | ✓ | | | | |
| Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning (AC9MFN03) | | ✓ | | | ✓ | |
| Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies (AC9MFN05) | | ✓ | | | | |

| Content descriptions | Topic | | | | | |
|---|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Represent practical situations that involve equal sharing and grouping with physical and virtual materials and use counting or subitising strategies (AC9MFN06) | | ✓ | ✓ | | | |
| Algebra | | | | | | |
| Recognise, copy and continue repeating patterns represented in different ways (AC9MFA01) | | | | | ✓ | |
| Space | | | | | | |
| Describe the position and location of themselves and objects in relation to other people and objects within a familiar space (AC9MFSP02) | | | | | | ✓ |
| Statistics | | | | | | |
| Collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations (AC9MFST01) | | | | | ✓ | |
| HASS | | | | | | |
| Interpreting, analysing and evaluating | | | | | | |
| Share a perspective on information, such as stories about significant events and special places (AC9HSFS03) | | | | | ✓ | |
| Concluding and decision-making | | | | | | |
| Draw conclusions in response to questions (AC9HSFS04) | | | | | ✓ | |
| Health and Physical Education | | | | | | |
| Interacting with others | | | | | | |
| Practise personal and social skills to interact respectfully with others (AC9HPFP02) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Express and describe emotions they experience (AC9HPFP03) | ✓ | ✓ | ✓ | | | ✓ |
| Making healthy and safe choices | | | | | | |
| Identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06) | | | ✓ | ✓ | | ✓ |
| Drama | | | | | | |
| Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9ADRFD01) | ✓ | | | ✓ | | ✓ |
| Create arts works that communicate ideas (AC9ADRFC01) | ✓ | | | ✓ | | ✓ |
| Share their arts works with audiences (AC9ADRFP01) | ✓ | | | ✓ | | ✓ |

| Content descriptions | Topic | | | | | |
|---|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Visual arts | | | | | | |
| Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01) | | | | ✓ | | |
| Create arts works that communicate ideas (AC9AV AFC01) | | | | ✓ | | |
| Share their arts works with audiences (AC9AVAFP01) | | | | ✓ | | |

YEAR 1

| Content descriptions | Topic | | | | | |
|--|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| English | | | | | | |
| Language for interacting with others | | | | | | |
| Explore language to provide reasons for likes, dislikes and preferences (AC9E1LA02) | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Language for expressing and developing ideas | | | | | | |
| Understand that a simple sentence consists of a single independent clause representing a single event or idea (AC9E1LA06) | ✓ | | ✓ | ✓ | | ✓ |
| Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (AC9E1LA07) | | | ✓ | ✓ | | |
| Recognise the vocabulary of learning area topics (AC9E1LA09) | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns (AC9E1LA10) | | | ✓ | ✓ | | ✓ |
| Engaging and responding to literature | | | | | | |
| Discuss literary texts and share responses by making connections with students' own experiences (AC9E1LE02) | | | ✓ | | | |
| Creating literature | | | | | | |
| Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools (AC9E1LE05) | | | ✓ | ✓ | | |
| Interacting with others | | | | | | |
| Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions (AC9E1LY02) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Content descriptions | Topic | | | | | |
|---|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Analysing, interpreting and evaluating | | | | | | |
| Read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge (AC9E1LY04) | | | | ✓ | | ✓ |
| Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures (AC9E1LY05) | | | ✓ | | ✓ | |
| Creating texts | | | | | | |
| Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words (AC9E1LY06) | | ✓ | | ✓ | | ✓ |
| Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace (AC9E1LY07) | | | ✓ | ✓ | | ✓ |
| Write words using unjoined lower-case and upper-case letters (AC9E1LY08) | | | ✓ | ✓ | | ✓ |
| Phonic and word knowledge | | | | | | |
| Spell one- and two-syllable words with common letter patterns (AC9E1LY13) | | | ✓ | | | ✓ |
| Read and write an increasing number of high-frequency words (AC9E1LY14) | | | ✓ | | | ✓ |
| Mathematics | | | | | | |
| Number | | | | | | |
| Recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts (AC9M1N01) | | | | | ✓ | |
| Quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting (AC9M1N03) | | | | | ✓ | |

| Content descriptions | Topic | | | | | |
|---|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Add and subtract one- and two-digit numbers, representing problems using number sentences, and solve using part-part-whole reasoning and a variety of calculation strategies (AC9M2N04) | | ✓ | | | | |
| Use mathematical modelling to solve practical problems involving additive situations, including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem (AC9M1N05) | | ✓ | | | ✓ | |
| Use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem (AC9M1N06) | | ✓ | | | | |
| Algebra | | | | | | |
| Recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens (AC9M1A01) | | | | | ✓ | |
| Recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit (AC9M1A02) | | | | | ✓ | |
| Space | | | | | | |
| Give and follow directions to move people and objects to different locations within a space (AC9M1SP02) | | | | | | ✓ |
| Statistics | | | | | | |
| Acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols (AC9M1ST01) | | | | | ✓ | |
| Represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings (AC9M1ST02) | | | | | ✓ | |
| HASS | | | | | | |
| Interpreting, analysing and evaluating | | | | | | |
| Interpret information and data from observations and provided sources, including the comparison of objects from the past and present (AC9HS1S03) | | | | | ✓ | |

| Content descriptions | Topic | | | | | |
|--|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Discuss perspectives related to objects, people, places and events (AC9HS1S04) | | | | | ✓ | |
| Health and Physical Education | | | | | | |
| Interacting with others | | | | | | |
| Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identify how different situations influence emotional responses (AC9HP2P03) | ✓ | ✓ | ✓ | | | ✓ |
| Making healthy and safe choices | | | | | | |
| Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P06) | | | ✓ | ✓ | | ✓ |
| Drama | | | | | | |
| Use the elements of drama and imagination in dramatic play and/or process drama (AC9ADR2D01) | ✓ | | | ✓ | | ✓ |
| Create and co-create fictional situations based on imagination and/or experience (AC9ADR2C01) | ✓ | | | ✓ | | ✓ |
| Share their drama in informal settings (AC9ADR2P01) | ✓ | | | ✓ | | ✓ |
| Visual arts | | | | | | |
| Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01) | | | | ✓ | | |
| Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01) | | | | ✓ | | |
| Share artworks and/or visual arts practice in informal settings (AC9AVA2P01) | | | | ✓ | | |

YEAR 2

| Content descriptions | Topic | | | | | |
|---|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| English | | | | | | |
| Language for expressing and developing ideas | | | | | | |
| Understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction (AC9E2LA06) | ✓ | | ✓ | ✓ | | ✓ |
| Understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups (AC9E2LA07) | | | ✓ | ✓ | | |
| Experiment with and begin to make conscious choices of vocabulary to suit the topic (AC9E2LA09) | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Recognise that capital letters are used in titles and commas are used to separate items in lists (AC9E2LA10) | | | ✓ | ✓ | | ✓ |
| Engaging and responding to literature | | | | | | |
| Identify features of literary texts, such as characters and settings, and give reasons for personal preferences (AC9E2LE02) | | | ✓ | | | |
| Creating literature | | | | | | |
| Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools (AC9E2LE05) | | | ✓ | | | |
| Interacting with others | | | | | | |
| Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions (AC9E2LY02) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Interpreting, analysing and evaluating | | | | | | |
| Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning (AC9E2LY05) | | | ✓ | | ✓ | |

| Content descriptions | Topic | | | | | |
|--|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Creating texts | | | | | | |
| Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words (AC9E2LY06) | | ✓ | ✓ | ✓ | | ✓ |
| Create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace (AC9E2LY07) | | | | ✓ | | ✓ |
| Write words legibly and with growing fluency using unjoined upper-case and lower-case letters (AC9E2LY08) | | | ✓ | | | ✓ |
| Phonic and word knowledge | | | | | | |
| Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words (AC9E2LY11) | | | ✓ | | | ✓ |
| Mathematics | | | | | | |
| Number | | | | | | |
| Add and subtract one- and two-digit numbers, representing problems using number sentences, and solve using part-part-whole reasoning and a variety of calculation strategies (AC9M2N04) | | ✓ | | | ✓ | |
| Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation (AC9M2N06) | | ✓ | | | ✓ | |
| Add and subtract one- and two-digit numbers, representing problems using number sentences, and solve using part-part-whole reasoning and a variety of calculation strategies (AC9M2N04) | | ✓ | | | | |
| Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation (AC9M2N06) | | ✓ | | | | |
| Algebra | | | | | | |
| Recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern (AC9M2A01) | | ✓ | | | ✓ | |

| Content descriptions | Topic | | | | | |
|--|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Space | | | | | | |
| Locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways (AC9M2SP02) | | | | | | ✓ |
| Statistics | | | | | | |
| Acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables (AC9M2ST01) | | | | | ✓ | |
| Create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions (AC9M2ST02) | | | | | ✓ | |
| HASS | | | | | | |
| Interpreting, analysing and evaluating | | | | | | |
| Discuss perspectives related to objects, people, places and events (AC9HS2S04) | | | | | ✓ | |
| Interpret information and data from observations and provided sources, including the comparison of objects from the past and present (AC9HS2S03) | | | | | ✓ | |
| Health and Physical Education | | | | | | |
| Interacting with others | | | | | | |
| Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identify how different situations influence emotional responses (AC9HP2P03) | ✓ | ✓ | ✓ | | | ✓ |
| Making healthy and safe choices | | | | | | |
| Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P06) | | | ✓ | ✓ | | ✓ |
| Drama | | | | | | |
| Use the elements of drama and imagination in dramatic play and/or process drama (AC9ADR2D01) | ✓ | | | ✓ | | ✓ |

| Content descriptions | Topic | | | | | |
|---|-------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Create and co-create fictional situations based on imagination and/or experience (AC9ADR2C01) | ✓ | | | ✓ | | ✓ |
| Share their drama in informal settings (AC9ADR2P01) | ✓ | | | ✓ | | ✓ |
| Visual arts | | | | | | |
| Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01) | | | | ✓ | | |
| Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01) | | | | ✓ | | |
| Share artworks and/or visual arts practice in informal settings (AC9AVA2P01) | | | | ✓ | | |

General Capabilities

| No | Sub-element | Topic | | | | | |
|-----------------------------------|--|-------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| LITERACY | | | | | | | |
| Speaking and listening | | | | | | | |
| | Listening | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Interacting | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Speaking | ✓ | | ✓ | ✓ | | ✓ |
| Reading and viewing | | | | | | | |
| | Phonic knowledge and word recognition | | | ✓ | | | |
| | Fluency | | | | ✓ | | ✓ |
| | Understanding texts | ✓ | | ✓ | | ✓ | ✓ |
| Writing | | | | | | | |
| | Creating texts | | | ✓ | ✓ | | ✓ |
| | Grammar | | | ✓ | ✓ | ✓ | |
| | Handwriting and keyboarding | | | ✓ | ✓ | | ✓ |
| NUMERACY | | | | | | | |
| Number sense and algebra | | | | | | | |
| | Number and place value | | ✓ | | | | |
| | Counting processes | | ✓ | ✓ | | ✓ | |
| | Additive strategies | | ✓ | | | ✓ | |
| | Multiplicative strategies | | ✓ | | | | |
| | Number patterns and algebraic thinking | | | | | ✓ | |
| | Understanding money. | | | | | ✓ | |
| Measurement and Geometry | | | | | | | |
| | Positioning and locating | | | | | | ✓ |
| Statistics and probability | | | | | | | |
| | Interpreting and representing data | | ✓ | | | ✓ | |
| CRITICAL CREATIVE THINKING | | | | | | | |
| Inquiring | | | | | | | |
| 1.2 | Identify, process and evaluate information | | | | | ✓ | ✓ |
| Generating | | | | | | | |
| 2.1 | Create possibilities | ✓ | ✓ | | ✓ | ✓ | |

| No | Sub-element | Topic | | | | | |
|--|---|-------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| 2.2 | Consider alternatives | | ✓ | | ✓ | ✓ | |
| 2.3 | Put ideas into action | | ✓ | | ✓ | ✓ | ✓ |
| Analysing | | | | | | | |
| 3.1 | Interpret concepts and problems | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.2 | Draw conclusions and provide reasons | ✓ | ✓ | ✓ | | ✓ | ✓ |
| 3.3 | Evaluate actions and outcomes. | | ✓ | ✓ | | ✓ | ✓ |
| Reflecting | | | | | | | |
| 4.1 | Think about thinking (metacognition) | | | ✓ | | | |
| 4.2 | Transfer knowledge | | | | ✓ | ✓ | ✓ |
| PERSONAL SOCIAL CAPABILITY | | | | | | | |
| Self-awareness | | | | | | | |
| 1.1 | Personal awareness | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1.2 | Emotional awareness | ✓ | ✓ | ✓ | | | ✓ |
| Self-management | | | | | | | |
| 2.2 | Emotional regulation | | ✓ | | | | |
| 2.3 | Perseverance and adaptability | | | | ✓ | | ✓ |
| Social awareness | | | | | | | |
| 3.1 | Empathy | ✓ | | ✓ | | | ✓ |
| 3.2 | Relational awareness | | | ✓ | | | ✓ |
| 3.3 | Community awareness | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Social management element | | | | | | | |
| 4.1 | Communication | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4.2 | Collaboration | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4.3 | Leadership | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 4.4 | Decision-making | | ✓ | ✓ | ✓ | ✓ | |
| 4.5 | Conflict resolution | ✓ | ✓ | ✓ | ✓ | | |
| ETHICAL UNDERSTANDING | | | | | | | |
| Understanding ethical concepts and perspectives | | | | | | | |
| 1.1 | Explore ethical concepts | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 1.2 | Examine values, rights and responsibilities and ethical norms | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 1.3 | Recognise influences on ethical behaviour and perspectives | ✓ | | ✓ | ✓ | | ✓ |
| Responding to ethical issues | | | | | | | |
| 2.1 | Explore ethical perspectives and frameworks | ✓ | | ✓ | ✓ | | ✓ |

| No | Sub-element | Topic | | | | | |
|--|---------------------------------------|-------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| 2.2 | Explore ethical issues | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 2.3 | Make and reflect on ethical decisions | ✓ | ✓ | ✓ | ✓ | | ✓ |
| INTERCULTURAL UNDERSTANDING | | | | | | | |
| Engaging with cultural and linguistic diversity | | | | | | | |
| 2.2 | Develop multiple perspectives | ✓ | | ✓ | | | |
| 2.3 | Develop empathy | ✓ | | ✓ | | | |