(no-code)

compare of living and non-living things and examine the differences between the life cycles of plants and animals

•

Elaborations

• classifying a collection of objects as living, once living or non-living and explaining their reasoning
• observing and describing differences between metamorphic (such as butterflies, beetles or frogs) and non-metamorphic life cycles of animals, including humans
• comparing the physical of an animal such as a frog or moth with its activity at different stages of its life cycle
• representing stages of a plant or animal's life cycle using drawings, digital photographs, graphic organisers or concrete
• investigating how First Nations Australians understand and utilise the life cycles of certain species

Students learn to:

compare characteristics of living and non-living things and examine the differences cycles of plants and animals

(AC9S3U01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

• Identify, process and evaluate information

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Writing

• Creating texts

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Creating and exchanging

• Create, communicate and collaborate

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.
• The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing■systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development■and management of Country/Place.

Related content

This content description can be taught with the following content descriptions from other learning

areas.
AC9TDE4K03

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U01

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U01

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• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S3U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this

content.

Crafting ideas

• writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
• explains the purpose and audience of familiar imaginative and informative texts
• creates short texts in different forms such as a simple recount
• combines visuals with written text where appropriate
• reads back own writing word by word
• talks about own text and describes subject matter and images

Text forms and features

• writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
• writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
• writes from left to right using spaces between attempted words
• uses basic noun groups/phrases (e.g. "my house") (see Grammar)
• uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

• writes simple familiar words (e.g. "saw", "food", "they")
• includes some learning area vocabulary in own texts (e.g. "season")
• uses taught high-frequency words

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)
• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of

conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

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Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9S3U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and

communicate and collaborate with trusted groups

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S3U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

AC9S3U02

compare the of soils, rocks and minerals and investigate why they are important Earth resources

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•

Elaborations

• examining different soils from local areas and using magnifying glasses to observe their components, such as pebbles, sand or plant as well as living things such as earthworms and insects

• exploring the school grounds or a local area and observing or collecting different types of rocks and describing similarities or differences such as texture, colour, grain or crystal size

• recognising that minerals are the building blocks of rocks and that the different of rocks depend on the minerals they are made up of

• identifying rocks as key components of the built and natural and recognising uses of minerals such as gemstones in jewellery, graphite in pencils, and table salt in food

• investigating First Nations Australians' knowledges of different rock and mineral types, and how they were used such as for stone blades, grindstones and pigments

• describing ways in which living things including humans depend on soils, such as for food, growing plants, providing for organisms, and holding and cleaning water

• examining information on plant tags and exploring the vocabulary used to describe soils and different plant soil requirements

• investigating which rocks or minerals are quarried or mined locally or regionally and how those resources are used

Students learn to:

compare the observable properties of soils, rocks and minerals and investigate why important Earth resources

(AC9S3U02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

• Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to

general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Statistics and probability

• Interpreting and representing data

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Writing

• Creating texts

Systems

• Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Inquiring

• Identify, process and evaluate information

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9S3U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• draw conclusions and make choices when completing tasks and explain the reasons for choices made

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U02

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U02

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Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S3U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Emergent data collection and representation

• poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer)
• displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size)
• sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour)
• identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
• displays and describes one variable data in lists or tables
• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)
• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U02

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S3U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S3U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
• includes beginning structural features (e.g. statement of an opinion, a heading, description of an

event linked to time and place)
• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)
• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
• includes learnt ideas on a range of topics from learning areas
• stages text using typical or familiar features such as an introduction and body paragraphs
• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)
• uses pronouns correctly to link to an object or person across the text (see Grammar)
• uses images to reinforce ideas in written text
• maintains consistent tense within and between sentences (see Grammar)
• groups sentences on related ideas into simple paragraphs
• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
• applies learnt spelling generalisations
• accurately spells high-frequency words (see Spelling)
• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
• uses a range of learning area topic words (e.g. "environment", "equipment")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
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• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S3U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge

to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)
• makes plausible interpretations of the meaning of unfamiliar words
• understands simple qualifying or emotive words
• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text
• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)
• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
• interprets language devices (e.g. exaggeration or repetition)
• interprets simple imagery (e.g. simile, onomatopoeia)
• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

AC9S3U03

identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another

•
•

Elaborations

• exploring how we sense heat and identifying sources of heat such as the sun, fire, electrical devices and geothermal springs
• recognising that changes in heat energy can be measured using a thermometer
• observing and, with assistance, measuring, what happens when a cold object is placed in direct contact with a warm object and proposing
• modelling the movement of heat from one object to another using drawing or role-play
• investigating how well heat is transferred by different types of such as metals, plastics and ceramics and identifying how are used to keep things hot and cold
• exploring how First Nations Australians developed clothing from animal skins such as possum furs

and kangaroo skin cloaks that trap heat close to the body to stay warm
Students learn to:

identify sources of heat energy and examine how temperature changes when heat e from one object to another

(AC9S3U03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Understanding units of measurement

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Understanding units of measurement

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9M3M02
AC9M3N06

Resources

Work Samples

WS01 - Disappearing ice cubes

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S3U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S3U03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Introducing metric units

• recognises standard metric units are used to measure attributes of shapes, objects and events (e.g. identifies units used to measure everyday items; recognises that distances in athletic events are measured in metres such as 100 and 200 metre races)
• uses the array structure to calculate area measured in square units (e.g. draws and describes the column and row structure to represent area as an array of square units, moving beyond counting of squares by ones)
• estimates the measurement of an attribute by visualising between known informal units (e.g. uses a cup to measure a half cup of rice; determines that about 3 3 3 sheets of paper would fit across a desk, and close to 6 6 6 might fit along it, so the area of the desk is about 18 18 1 8 sheets of paper)
• explains the difference between different attributes of the same shape or object and their associated metric units (e.g. length, mass and capacity)

Angles as measures of turn

• describes the size of an angle as a measure of turn and compares familiar measures of turn to known angles (e.g. the angle between the blades gets bigger as you open the scissors; a quarter turn creates a right angle)

Using metric units

• measures, compares and estimates length, perimeter and area of a surface using metric units (e.g. traces around their hand on centimetre grid paper and counts the number of squares to estimate the area of their hand print to be about 68 68 6 8 square centimetres)
• uses scaled instruments to measure length, mass, capacity and temperature, correctly interpreting any unlabelled calibrations (e.g. 3 3 3 marks between the numbered marks for kilograms means each gap represents 250 250 2 5 0 grams, so it's divided into quarter kilogram intervals)
• estimates measurements of an attribute using metric units (e.g. estimates the width of their thumb is close to a centimetre; compares the mass of 2 2 2 bags of fruit by hefting and says "this one feels like it weighs more than a kilogram"; approximates capacities based on the known capacity of a 600 600 6 0 0 -millilitre bottle of water)

Angles as measures of turn

• compares angles to a right angle and classifies them as equal to, less than or greater than a

right angle (e.g. directly compares the size of angles to a right angle, by using the corner of a book; uses reference to a right angle to describe body positions during a choreographed dance or when practising a skill for a particular sport)

Using metric units

• calculates perimeter using properties of two-dimensional shapes to determine unknown lengths
• measures and calculates the area of different shapes using metric units and a range of strategies

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U03

Continuum extract

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• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U03

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Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S3U03

Learning progression extract

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squares by ones)
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Angles as measures of turn

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Using metric units

• calculates perimeter using properties of two-dimensional shapes to determine unknown lengths
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Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S3U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U03

Continuum extract

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S3U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
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• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S3U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Resource – WS01 - Disappearing ice cubes

By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects. They classify solids and liquids based on observable properties and describe how to cause a change of state. They describe how people use data to develop explanations. They identify solutions that use scientific explanations.

Students pose questions to explore patterns and relationships and make predictions based on observations. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds and identify patterns and relationships. They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.

AC9S3U03

identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another

AC9S3U04

investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state

AC9S3I01

pose questions to explore observed patterns and relationships and make predictions based on observations

AC9S3I06

write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate

AC9S3U04

investigate the of solids and liquids and how adding or removing heat energy leads to a

•

Elaborations

• observing the of substances and classifying them as solids (that hold their shape) or liquids (that fill the bottom of containers)
• investigating ice melting or water freezing in a sealed bag and explaining their
• using ice cubes, butter or chocolate to explore how changes of state involve the removal of heat or the addition of heat
• investigating how changes of state in used by First Nations Australians such as beeswax or resins are important for their use
• exploring how changes from solid to liquid and liquid to solid can help us recycle such as glass or plastics

Students learn to:

investigate the observable properties of solids and liquids and how adding or remo

leads to a change of state

(AC9S3U04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Speaking and listening

• Interacting

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Design

• Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

Resources

Work Samples

WS01 - Disappearing ice cubes

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S3U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S3U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S3U04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S3U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S3U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual

information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

AC9S3H01

examine how people use to develop scientific

•

Elaborations

• investigating the stories of people who used multiple to develop scientific , such as 17th-century entomologist and naturalist Maria Sibylla Merian, who was the first to record the nature of metamorphosis
• exploring how farmers use soil tests to monitor and manage the health of farms
• investigate how 18th-century physicists such as Jean Ingenhousz and Sir Benjamin Thompson collected on conduction of heat to determine the best or
• exploring age-appropriate science reports and journal articles and identifying where in the text the author has included , findings or
• viewing a documentary or webinar and observing how scientists and researchers share their and
Students learn to:

examine how people use data to develop scientific explanations

(AC9S3H01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Create possibilities

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Inquiring

• Identify, process and evaluate information

Statistics and probability

• Interpreting and representing data

Statistics and probability

• Interpreting and representing data

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S3H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• create possibilities by connecting or creatively expanding on ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S3H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
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Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S3H01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)
• makes plausible interpretations of the meaning of unfamiliar words
• understands simple qualifying or emotive words
• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text
• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)
• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
• interprets language devices (e.g. exaggeration or repetition)

• interprets simple imagery (e.g. simile, onomatopoeia)
• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S3H01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)
• makes plausible interpretations of the meaning of unfamiliar words
• understands simple qualifying or emotive words
• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text

• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)
• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
• interprets language devices (e.g. exaggeration or repetition)
• interprets simple imagery (e.g. simile, onomatopoeia)
• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")

• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S3H01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)
• displays and interprets categorical data in one-to-many data displays
• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays
• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)
• constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)
• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)
• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

Collecting, displaying, interpreting and analysing numerical data

• poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)

• uses numerical and graphical representations relevant to the purpose of the collection of the data and explains their reasoning (e.g. "I can’t use a frequency histogram for categorical data because there is no numerical connection between the categories"; converts their data to percentages in order to compare the girls' results to those of the boys, as the total number of boys and girls who participated in the survey was different)
• determines and calculates the most appropriate statistic to describe the spread of data (e.g. when creating an infographic, uses the mean of the data to describe household income and the median of the data for house prices)
• calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing; describes central tendency when analysing road safety statistics)
• compares the usefulness of different representations of the same data (e.g. chooses to use a line graph to illustrate trends, a bar graph to compare the living standards of different economies and a histogram to show income distribution)
• describes the spread of a data distribution in terms of the range, clusters, skewness and symmetry of the graphical display, and determines and makes connections to the mode, median and mean of the data

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S3H01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

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• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)
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• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

Collecting, displaying, interpreting and analysing numerical data

• poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)
• uses numerical and graphical representations relevant to the purpose of the collection of the data and explains their reasoning (e.g. "I can’t use a frequency histogram for categorical data because

there is no numerical connection between the categories"; converts their data to percentages in order to compare the girls' results to those of the boys, as the total number of boys and girls who participated in the survey was different)
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• compares the usefulness of different representations of the same data (e.g. chooses to use a line graph to illustrate trends, a bar graph to compare the living standards of different economies and a histogram to show income distribution)
• describes the spread of a data distribution in terms of the range, clusters, skewness and symmetry of the graphical display, and determines and makes connections to the mode, median and mean of the data

AC9S3H02

consider how people use scientific to meet a need or solve a problem

•

Elaborations

• recognising how First Nations Australians observe and describe developmental changes in plants and animals to make decisions about when to harvest certain resources
• exploring the history of manure and compost use in agriculture and how composting can help improve soil condition and plant growth
• investigating how understanding of life cycles of insect pests such as fruit flies led to effective control strategies
• investigating why salt, was so important to people’s diets, food preservation and medicine in ancient times that it was known as ‘white gold’
• exploring how science knowledge of heat transfer has helped people develop different ways to cook food, such as by boiling, frying or roasting
• investigating how engineers test the insulation of , and how this information is used to design food and beverage packaging, building insulation or clothing

Students learn to:

consider how people use scientific explanations to meet a need or solve a problem

(AC9S3H02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

• First Nations Australians’ ways of life reflect unique ways of being, knowing, thinking and doing.

Reading and viewing

• Understanding texts

Systems

• Sustainable patterns of living require the responsible use of resources, maintenance of clean air,

water and soils, and preservation or restoration of healthy environments.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Reading and viewing

• Understanding texts

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Reading and viewing

• Understanding texts

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Reading and viewing

• Understanding texts

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S3H02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)
• makes plausible interpretations of the meaning of unfamiliar words
• understands simple qualifying or emotive words
• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text
• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)
• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
• interprets language devices (e.g. exaggeration or repetition)
• interprets simple imagery (e.g. simile, onomatopoeia)
• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S3H02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)
• makes plausible interpretations of the meaning of unfamiliar words
• understands simple qualifying or emotive words
• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text
• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)
• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)

• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
• interprets language devices (e.g. exaggeration or repetition)
• interprets simple imagery (e.g. simile, onomatopoeia)
• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S3H02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)
• makes plausible interpretations of the meaning of unfamiliar words
• understands simple qualifying or emotive words
• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text
• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)
• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual

knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
• interprets language devices (e.g. exaggeration or repetition)
• interprets simple imagery (e.g. simile, onomatopoeia)
• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S3H02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)
• makes plausible interpretations of the meaning of unfamiliar words
• understands simple qualifying or emotive words
• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text
• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)
• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
• interprets language devices (e.g. exaggeration or repetition)
• interprets simple imagery (e.g. simile, onomatopoeia)
• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S3H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S3H02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this

content.

Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)
• makes plausible interpretations of the meaning of unfamiliar words
• understands simple qualifying or emotive words
• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text
• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)
• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
• interprets language devices (e.g. exaggeration or repetition)
• interprets simple imagery (e.g. simile, onomatopoeia)
• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

AC9S3I01

pose questions to explore observed and and make predictions based on

•
•

Elaborations

• acknowledging and using information from First Nations Australians to guide the development of questions regarding life cycles
• posing questions about the between soil and the growth of particular plants, such as: ‘Will beans grow best in sandy, loamy or clay soils?’
• comparing simple maps of Australian agriculture and soil types and posing questions about observed , such as: ‘Does wheat grow in particular soils?’
• posing questions about substances that are difficult to classify as a solid or liquid, such as toothpaste, slime or hair gel
• predicting whether the of ice in a sealed container will change when the ice has melted
• predicting which will be the most effective insulator of heat
• predicting how quickly ice will melt at different ambient temperatures based on previous

Students learn to:

pose questions to explore observed patterns and relationships and make predictions observations

(AC9S3I01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Put ideas into action

Inquiring

• Develop questions

Speaking and listening

• Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Speaking and listening

• Speaking

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Inquiring

• Develop questions

Inquiring

• Develop questions

Inquiring

• Develop questions

Generating

• Put ideas into action

Generating

• Put ideas into action

Generating

• Put ideas into action

Resources

Work Samples

WS01 - Disappearing ice cubes

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S3I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S3I01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9S3I01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
• speaks audibly and clearly to a familiar audience (e.g. own class)
• uses some extended sentences
• organises key ideas in logical sequence
• provides some supporting details
• expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
• provides simple justifications (e.g. "I chose cherries because they are red.")
• uses some varying intonation or volume for emphasis
• regulates pace with pausing

Vocabulary

• uses some precise vocabulary from learning areas
• uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
• uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
• uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

• creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
• uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
• adjusts register according to purpose and audience
• elaborates on ideas using a short sequence of sentences
• incorporates learnt content into spoken text
• sequences ideas and events appropriately
• uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
• varies volume and intonation to suit purpose and audience
• plans and delivers spoken presentations using appropriate structure and language
• includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

• experiments with vocabulary drawn from a variety of sources
• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
• uses a range of vocabulary to indicate connections (e.g. consequences)
• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics
• includes details and elaborations to expand ideas
• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
• rehearses spoken text to accommodate time and technology
• controls tone, volume, pitch and pace to suit content and audience
• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
• uses some rhetorical devices (e.g. "don’t you agree?")

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S3I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S3I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• develop questions to explore a familiar idea or topic

• questions developed are fit for the purpose of the investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed support the process of improving knowledge and understanding about a topic or investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S3I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• develop questions to explore a familiar idea or topic

• questions developed are fit for the purpose of the investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed support the process of improving knowledge and understanding about a topic or investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Resource – WS01 - Disappearing ice cubes

By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects. They classify solids and liquids based on observable properties and describe how to cause a change of state. They describe how people use data to develop explanations. They identify solutions that use scientific explanations.

Students pose questions to explore patterns and relationships and make predictions based on observations. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds and identify patterns and relationships. They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.

AC9S3U03

identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another

AC9S3U04

investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state

AC9S3I01

pose questions to explore observed patterns and relationships and make predictions based on observations

AC9S3I06

write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate

AC9S3I02

use provided scaffolds to plan and conduct to answer questions or test predictions, including identifying the elements of , and considering the safe use of and equipment

•

•

Elaborations

• collaboratively identifying and ordering the steps in an

• using a provided framework or graphic organiser to plan and identify what to change, what to keep the same and what to measure to make a test fair

• examining an example of a soil profile after soil has settled in water and planning an to compare and contrast the components and particle sizes of different soils

• planning an to determine which is the best to keep substances cold

• discussing safety rules to follow when conducting , such as following teacher instructions, manipulating equipment and with care and wearing appropriate personal safety gear, such as gloves, safety goggles and face masks when handling soils

• consulting with First Nations Australians to guide the planning of scientific , including safety considerations for field

Students learn to:

use provided scaffolds to plan and conduct investigations to answer questions or t including identifying the elements of fair tests, and considering the safe use of mate equipment

(AC9S3I02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Put ideas into action

Speaking and listening

• Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Put ideas into action

Social management

• Collaboration

Generating

• Put ideas into action

Understanding ethical concepts and perspectives

• Explore ethical concepts

Generating

• Put ideas into action

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Interacting

Analysing

• Draw conclusions and provide reasons

Generating

• Put ideas into action

Inquiring

• Identify, process and evaluate information

Generating

• Put ideas into action

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S3I02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
• identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
• identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S3I02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions

• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks and explain the reasons for choices made
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual

information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

AC9S3I03

follow procedures to make and record , including making using familiar scaled instruments and using as appropriate

•
•

Elaborations

• using appropriate equipment to make and record , such as digital cameras, video, voice recorders and scaled instruments with appropriate increments
• exploring how to use equipment such as thermometers or measuring cylinders and making readings with guidance
• collaboratively designing a table to collect in the form of numerical , written descriptions, drawings or photos
• identifying and taking on roles in group work, such as setting up the equipment, making , recording and ensuring safe behaviours

Students learn to:

follow procedures to make and record observations, including making formal meas
familiar scaled instruments and using digital tools as appropriate

(AC9S3I03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Investigating

• Acquire and collate data

Measurement and geometry

• Understanding units of measurement

Statistics and probability

• Interpreting and representing data

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Managing and operating

• Select and operate tools

Measurement and geometry

• Understanding units of measurement

Measurement and geometry

• Understanding units of measurement

Generating

• Put ideas into action

Social management

• Collaboration

Writing

• Creating texts

Social management

• Collaboration

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HS3S02
AC9M3M01
AC9M3M02
AC9M3ST01

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S3I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• collect data by counting, measuring and observing with familiar digital tools
• collect and access data using a range of digital tools and methods in response to a defined question
• collect and access data using a range of digital tools and methods in response to a defined question or problem

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S3I03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Introducing metric units

• recognises standard metric units are used to measure attributes of shapes, objects and events (e.g. identifies units used to measure everyday items; recognises that distances in athletic events are measured in metres such as 100 and 200 metre races)
• uses the array structure to calculate area measured in square units (e.g. draws and describes the column and row structure to represent area as an array of square units, moving beyond counting of squares by ones)
• estimates the measurement of an attribute by visualising between known informal units (e.g. uses a cup to measure a half cup of rice; determines that about 3 3 3 sheets of paper would fit across a desk, and close to 6 6 6 might fit along it, so the area of the desk is about 18 18 1 8 sheets of paper)
• explains the difference between different attributes of the same shape or object and their associated metric units (e.g. length, mass and capacity)

Angles as measures of turn

• describes the size of an angle as a measure of turn and compares familiar measures of turn to known angles (e.g. the angle between the blades gets bigger as you open the scissors; a quarter turn creates a right angle)

Using metric units

• measures, compares and estimates length, perimeter and area of a surface using metric units (e.g. traces around their hand on centimetre grid paper and counts the number of squares to estimate the area of their hand print to be about 68 68 6 8 square centimetres)
• uses scaled instruments to measure length, mass, capacity and temperature, correctly interpreting any unlabelled calibrations (e.g. 3 3 3 marks between the numbered marks for kilograms means each gap represents 250 250 2 5 0 grams, so it's divided into quarter kilogram intervals)
• estimates measurements of an attribute using metric units (e.g. estimates the width of their thumb

is close to a centimetre; compares the mass of 2 2 2 bags of fruit by hefting and says "this one feels like it weighs more than a kilogram"; approximates capacities based on the known capacity of a 600 600 6 0 0 -millilitre bottle of water)

Angles as measures of turn

• compares angles to a right angle and classifies them as equal to, less than or greater than a right angle (e.g. directly compares the size of angles to a right angle, by using the corner of a book; uses reference to a right angle to describe body positions during a choreographed dance or when practising a skill for a particular sport)

Using metric units

• calculates perimeter using properties of two-dimensional shapes to determine unknown lengths
• measures and calculates the area of different shapes using metric units and a range of strategies

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S3I03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)
• displays and interprets categorical data in one-to-many data displays
• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays
• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)
• constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)
• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)
• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

Collecting, displaying, interpreting and analysing numerical data

• poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)
• uses numerical and graphical representations relevant to the purpose of the collection of the data and explains their reasoning (e.g. "I can’t use a frequency histogram for categorical data because there is no numerical connection between the categories"; converts their data to percentages in

order to compare the girls' results to those of the boys, as the total number of boys and girls who participated in the survey was different)
• determines and calculates the most appropriate statistic to describe the spread of data (e.g. when creating an infographic, uses the mean of the data to describe household income and the median of the data for house prices)
• calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing; describes central tendency when analysing road safety statistics)
• compares the usefulness of different representations of the same data (e.g. chooses to use a line graph to illustrate trends, a bar graph to compare the living standards of different economies and a histogram to show income distribution)
• describes the spread of a data distribution in terms of the range, clusters, skewness and symmetry of the graphical display, and determines and makes connections to the mode, median and mean of the data

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S3I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S3I03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Introducing metric units

• recognises standard metric units are used to measure attributes of shapes, objects and events (e.g. identifies units used to measure everyday items; recognises that distances in athletic events are measured in metres such as 100 and 200 metre races)
• uses the array structure to calculate area measured in square units (e.g. draws and describes the column and row structure to represent area as an array of square units, moving beyond counting of squares by ones)
• estimates the measurement of an attribute by visualising between known informal units (e.g. uses a cup to measure a half cup of rice; determines that about 3 3 3 sheets of paper would fit across a desk, and close to 6 6 6 might fit along it, so the area of the desk is about 18 18 1 8 sheets of paper)
• explains the difference between different attributes of the same shape or object and their associated metric units (e.g. length, mass and capacity)

Angles as measures of turn

• describes the size of an angle as a measure of turn and compares familiar measures of turn to known angles (e.g. the angle between the blades gets bigger as you open the scissors; a quarter turn creates a right angle)

Using metric units

• measures, compares and estimates length, perimeter and area of a surface using metric units (e.g. traces around their hand on centimetre grid paper and counts the number of squares to estimate the area of their hand print to be about 68 68 6 8 square centimetres)

• uses scaled instruments to measure length, mass, capacity and temperature, correctly interpreting any unlabelled calibrations (e.g. 3 3 3 marks between the numbered marks for kilograms means each gap represents 250 250 2 5 0 grams, so it’s divided into quarter kilogram intervals)
• estimates measurements of an attribute using metric units (e.g. estimates the width of their thumb is close to a centimetre; compares the mass of 2 2 2 bags of fruit by hefting and says "this one feels like it weighs more than a kilogram"; approximates capacities based on the known capacity of a 600 600 6 0 0 -millilitre bottle of water)

Angles as measures of turn

• compares angles to a right angle and classifies them as equal to, less than or greater than a right angle (e.g. directly compares the size of angles to a right angle, by using the corner of a book; uses reference to a right angle to describe body positions during a choreographed dance or when practising a skill for a particular sport)

Using metric units

• calculates perimeter using properties of two-dimensional shapes to determine unknown lengths
• measures and calculates the area of different shapes using metric units and a range of strategies

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S3I03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Introducing metric units

• recognises standard metric units are used to measure attributes of shapes, objects and events (e.g. identifies units used to measure everyday items; recognises that distances in athletic events are measured in metres such as 100 and 200 metre races)
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Angles as measures of turn

• describes the size of an angle as a measure of turn and compares familiar measures of turn to known angles (e.g. the angle between the blades gets bigger as you open the scissors; a quarter turn creates a right angle)

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• measures, compares and estimates length, perimeter and area of a surface using metric units (e.g. traces around their hand on centimetre grid paper and counts the number of squares to estimate the area of their hand print to be about 68 68 6 8 square centimetres)
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• estimates measurements of an attribute using metric units (e.g. estimates the width of their thumb is close to a centimetre; compares the mass of 2 2 2 bags of fruit by hefting and says "this one feels like it weighs more than a kilogram"; approximates capacities based on the known capacity of a 600 600 6 0 0 -millilitre bottle of water)

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Using metric units

• calculates perimeter using properties of two-dimensional shapes to determine unknown lengths
• measures and calculates the area of different shapes using metric units and a range of strategies

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S3I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9S3I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone’s contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S3I03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty’s house last week.")
• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")

• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)
• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
• includes learnt ideas on a range of topics from learning areas
• stages text using typical or familiar features such as an introduction and body paragraphs
• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)
• uses pronouns correctly to link to an object or person across the text (see Grammar)
• uses images to reinforce ideas in written text
• maintains consistent tense within and between sentences (see Grammar)
• groups sentences on related ideas into simple paragraphs
• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")

• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
• applies learnt spelling generalisations
• accurately spells high-frequency words (see Spelling)
• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
• uses a range of learning area topic words (e.g. "environment", "equipment")

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9S3I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

AC9S3I04

construct and use , including tables, simple column and visual or physical , to organise and information, show simple and identify

•
•

Elaborations

• representing observed life stages by constructing using recycled or craft
• constructing pictorial maps to show the location of different soil and rock types in the local
• constructing and using tables to explore the between ambient temperature and time taken to melt
• using graphic organisers to compare of solids and liquids
• using column to show melting time for ice in containers with different insulating layers

Students learn to:

construct and use representations, including tables, simple column graphs and visu models, to organise data and information, show simple relationships and identify pa

(AC9S3I04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Statistics and probability

• Interpreting and representing data

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Statistics and probability

• Interpreting and representing data

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Measuring time

Statistics and probability

• Interpreting and representing data

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HS3S02

AC9M3ST01

AC9M3ST02

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S3I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9S3I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• draw conclusions and make choices when completing tasks and explain the reasons for choices made

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S3I04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)
• displays and interprets categorical data in one-to-many data displays
• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays
• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)
• constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)
• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)
• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

Collecting, displaying, interpreting and analysing numerical data

• poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)
• uses numerical and graphical representations relevant to the purpose of the collection of the data and explains their reasoning (e.g. "I can’t use a frequency histogram for categorical data because there is no numerical connection between the categories"; converts their data to percentages in order to compare the girls' results to those of the boys, as the total number of boys and girls who participated in the survey was different)
• determines and calculates the most appropriate statistic to describe the spread of data (e.g. when creating an infographic, uses the mean of the data to describe household income and the median of the data for house prices)
• calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing; describes central

tendency when analysing road safety statistics)
• compares the usefulness of different representations of the same data (e.g. chooses to use a line graph to illustrate trends, a bar graph to compare the living standards of different economies and a histogram to show income distribution)
• describes the spread of a data distribution in terms of the range, clusters, skewness and symmetry of the graphical display, and determines and makes connections to the mode, median and mean of the data

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9S3I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks and explain the reasons for choices made
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S3I04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
• displays and describes one variable data in lists or tables
• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)
• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in

a class survey and generates a column graph to display the results)
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Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9S3I04

Continuum extract

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

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Continuum extract

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9S3I04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Units of time

• uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
• identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
• identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
• identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
• reads time on analog clocks to the hour, half-hour and quarter-hour
• names and orders days of the week and months of the year
• uses a calendar to identify the date and determine the number of days in each month

Measuring time

• uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
• reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
• identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)
• uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
• uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

Relating units of time

• identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
• uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
• determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
• interprets and uses a timetable
• constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S3I04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
• displays and describes one variable data in lists or tables
• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)
• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)
• displays and interprets categorical data in one-to-many data displays
• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays
• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)
• constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)
• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)
• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

AC9S3I05

compare findings with those of others, consider if were fair, identify questions for further and draw

•
•

Elaborations

• comparing findings, such as about best , with those of others and identifying further questions based on differences in findings
• discussing the factors that make fair and evaluating the fairness of their own and others'
• drawing based on consideration of their own and others' findings
• identifying further questions for based on , differences in findings or new ideas

Students learn to:

compare findings with those of others, consider if investigations were fair, identify further investigation and draw conclusions

(AC9S3I05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Evaluate actions and outcomes

Analysing

• Evaluate actions and outcomes

Speaking and listening

• Interacting

Analysing

• Draw conclusions and provide reasons

• Evaluate actions and outcomes

Statistics and probability

• Interpreting and representing data

Analysing

• Evaluate actions and outcomes

Speaking and listening

• Listening

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9S3I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• draw conclusions and make choices when completing tasks and explain the reasons for choices made

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S3I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions

• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S3I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual

information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S3I05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S3I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S3I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S3I05

Learning progression extract

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Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9S3I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks and explain the reasons for choices made
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S3I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S3I05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
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• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)
• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S3I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
• evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9S3I05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• listens actively and responds to short texts consisting of a few sentences
• recalls one or 2 ideas from a short text or interaction
• answers simple or literal questions
• asks what, when, why questions about a text they have listened to
• uses facial expressions, gestures or actions to indicate understanding of tone and intonation
• discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
• describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
• accurately repeats, short phrases and statements from a short text or interaction
• recognises and generates one-syllable rhyming words (see Phonological awareness)
• responds to simple and elementary texts (see Text complexity)
• recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
• answers literal and simple inferential questions from a text they have listened to
• infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
• experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
• uses learnt vocabulary and simple adjectives to recount key ideas from heard text
• responds to elementary texts (see Text complexity)
• listens purposefully to texts to identify specific learning area content
• recalls specific information from a learning area text
• attends to sequence when recounting ideas
• infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
• describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
• retells a familiar story with some possible minor adaptations
• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

AC9S3I06

write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and as appropriate

•
•

Elaborations

• discussing how to construct simple reports of their to share their predictions, methods, results and with their peers
• consulting First Nations Australians' of living things as evidenced and communicated through formal and informal sharing of information
• writing a life-cycle story from the perspective of a living thing, including appropriate scientific terms for life stages
• creating posters to display around school on the importance of placing compostable lunchtime food scraps such as apple cores in compost bins for use in kitchen gardens
• collaborating to create a pictorial map of the school grounds showing where different rocks or soils can be found as part of the built or natural and creating a class display of rocks and soils collected
• creating an advertisement to promote a new insulated container design to parents of primary-school-aged children

• representing heat transfer using diagrams, digital drawings, arrows or labels using scientific vocabulary

Students learn to:

write and create texts to communicate findings and ideas for identified purposes an using scientific vocabulary and digital tools as appropriate

(AC9S3I06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Creating and exchanging

• Create, communicate and collaborate

• Respect intellectual property

Managing and operating

• Select and operate tools

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Statistics and probability

• Interpreting and representing data

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Writing

• Creating texts

Writing

• Creating texts

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Measurement and geometry

• Positioning and locating

Social management

• Collaboration

Writing

• Creating texts

Writing

• Creating texts

Creating and exchanging

• Create, communicate and collaborate

Resources

Work Samples

WS01 - Disappearing ice cubes

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9S3I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

Snapshot – Respect intellectual property

Digital Literacy: Creating and exchanging: Respect intellectual property

Content description

AC9S3I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• recognise ownership of products that others produce or that are produced collaboratively
• respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source
• respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S3I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S3I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S3I06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)
• displays and interprets categorical data in one-to-many data displays
• interprets and represents categorical data in simple displays such as bar and column graphs, pie

charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays
• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)
• constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)
• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)
• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

Collecting, displaying, interpreting and analysing numerical data

• poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)
• uses numerical and graphical representations relevant to the purpose of the collection of the data and explains their reasoning (e.g. "I can’t use a frequency histogram for categorical data because there is no numerical connection between the categories"; converts their data to percentages in order to compare the girls' results to those of the boys, as the total number of boys and girls who participated in the survey was different)
• determines and calculates the most appropriate statistic to describe the spread of data (e.g. when creating an infographic, uses the mean of the data to describe household income and the median of the data for house prices)
• calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing; describes central tendency when analysing road safety statistics)
• compares the usefulness of different representations of the same data (e.g. chooses to use a line graph to illustrate trends, a bar graph to compare the living standards of different economies and a histogram to show income distribution)
• describes the spread of a data distribution in terms of the range, clusters, skewness and symmetry of the graphical display, and determines and makes connections to the mode, median and mean of the data

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S3I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com
responsively

Content description

AC9S3I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S3I06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty’s house last week.")
• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)
• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)

• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
• includes learnt ideas on a range of topics from learning areas
• stages text using typical or familiar features such as an introduction and body paragraphs
• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)
• uses pronouns correctly to link to an object or person across the text (see Grammar)
• uses images to reinforce ideas in written text
• maintains consistent tense within and between sentences (see Grammar)
• groups sentences on related ideas into simple paragraphs
• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
• applies learnt spelling generalisations
• accurately spells high-frequency words (see Spelling)
• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
• uses a range of learning area topic words (e.g. "environment", "equipment")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S3I06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty’s house last week.")

• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)
• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
• includes learnt ideas on a range of topics from learning areas
• stages text using typical or familiar features such as an introduction and body paragraphs
• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)
• uses pronouns correctly to link to an object or person across the text (see Grammar)
• uses images to reinforce ideas in written text
• maintains consistent tense within and between sentences (see Grammar)
• groups sentences on related ideas into simple paragraphs

• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
• applies learnt spelling generalisations
• accurately spells high-frequency words (see Spelling)
• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
• uses a range of learning area topic words (e.g. "environment", "equipment")

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9S3I06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Position to other

• uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
• interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
• gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith’s classroom")

Using informal maps and plans

• draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)
• describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher’s desk)
• orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)
• locates self on an informal map to select an appropriate path to a given location

Using formal maps and plans

• locates position on maps using grid references (e.g. locates the school in cell E5; uses grid references to identify specific locations on a stage and when creating a stage plan, lighting design or prompt script)
• describes routes using landmarks and directional language including reference to quarter, half, three-quarter turns; turns to the left and right; clockwise and anticlockwise turns (e.g. communicates strategic plays in relation to coaching a team game or sport)
• interprets keys, simple scales and compass directions contained within a map to locate features (e.g. uses a map and compass directions when bush walking or orienteering)

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9S3I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone’s contributions to a shared outcome

• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S3I06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)
• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")

• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
• includes learnt ideas on a range of topics from learning areas
• stages text using typical or familiar features such as an introduction and body paragraphs
• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)
• uses pronouns correctly to link to an object or person across the text (see Grammar)
• uses images to reinforce ideas in written text
• maintains consistent tense within and between sentences (see Grammar)
• groups sentences on related ideas into simple paragraphs
• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
• applies learnt spelling generalisations
• accurately spells high-frequency words (see Spelling)
• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
• uses a range of learning area topic words (e.g. "environment", "equipment")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S3I06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty’s house last week.")
• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)

• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
• includes learnt ideas on a range of topics from learning areas
• stages text using typical or familiar features such as an introduction and body paragraphs
• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)
• uses pronouns correctly to link to an object or person across the text (see Grammar)
• uses images to reinforce ideas in written text
• maintains consistent tense within and between sentences (see Grammar)
• groups sentences on related ideas into simple paragraphs
• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
• applies learnt spelling generalisations
• accurately spells high-frequency words (see Spelling)

• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
• uses a range of learning area topic words (e.g. "environment", "equipment")

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9S3I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups