

## **(no-code)**

**a local individual, group, place or building and the reasons for their importance, including social, or spiritual significance**

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### **Elaborations**

- suggesting reasons for the of a local landmark before searching for that provide an explanation; for example, community building, statue or war memorial
- investigating the history of a chosen person, building, site or place in the local community, using provided sources (for example, the internet, books, newspapers, community information guides, audio-visual material, digital sources, photographs) and relating a story that these reveal about the past
- discussing why a particular site has heritage significance or value for present generations; for example, it provides a record of a significant historical event, has aesthetic value, reflects the community's
- identifying and visiting, where appropriate, local sites, places and of significance to First Nations Australians; for example, engraving sites, rock paintings, natural sites or features such as the creeks or mountains
- identifying and designing a local historical tour of a building or site; for example, one related to a particular group

Students learn about:

**a local individual, group, place or building and the reasons for their importance, inc social, cultural or spiritual significance**

(AC9HS2K01)

### **General capabilities and cross-curriculum priorities**

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

#### **Responding to ethical issues**

- Explore ethical issues
- Making and reflecting on ethical decisions

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives
- Develop empathy

### **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**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Measurement and geometry**

- Positioning and locating

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Understanding ethical concepts and perspectives**

- Explore ethical concepts

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives
- Develop empathy

#### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

#### **Inquiring**

- Develop questions

## **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

## **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.

## **People**

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

## **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

## **Inquiring**

- Identify, process and evaluate information

## **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

## **Snapshot – Explore ethical issues**

### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

#### **Content description**

AC9HS2K01

#### **Continuum extract**

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

- identify different ethical problems or issues from examples such as stories
- identify different perspectives and approaches when discussing ethical issues from a given example
- use examples to describe how people may have different values and perspectives that they apply to an ethical issue

## **Snapshot – Making and reflecting on ethical decisions**

### **Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions**

#### **Content description**

AC9HS2K01

#### **Continuum extract**

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9HS2K01

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

## **Snapshot – Develop empathy**

# **Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve**

## **Content description**

AC9HS2K01

### **Continuum extract**

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9HS2K01

### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

## **Snapshot – Identify, process and evaluate information**

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

## **Content description**

AC9HS2K01

### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Positioning and locating**

### **Numeracy: Measurement and geometry: Positioning and locating**

## **Content description**

AC9HS2K01

### **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 – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HS2K01

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HS2K01

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

#### **Content description**

AC9HS2K01

#### **Continuum extract**

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

- identify examples of ethical concepts such as right and wrong
- 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

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9HS2K01

## **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

### **Snapshot – Develop empathy**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve**

##### **Content description**

AC9HS2K01

##### **Continuum extract**

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9HS2K01

##### **Continuum extract**

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

- identify what family and friends value in familiar intercultural contexts
- describe how people express agreement or disagreement about what they value within familiar intercultural contexts
- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9HS2K01

##### **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 reflect their curiosity about the world
- 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

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HS2K01

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

## **Snapshot – Draw conclusions and provide reasons**

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

#### **Content description**

AC9HS2K01

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- 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

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HS2K01

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Reflect on the relationship between cultures and identities**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

#### **Content description**

AC9HS2K01

#### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

## **AC9HS2K02**

### **how technological developments changed people's lives at home, and in the ways they worked, travelled and communicated**

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#### **Elaborations**

- examining changes in technologies over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives; for example, changes to land, air and sea transport; the introduction of transistors, television, FM radio moving to digital streaming, including how people communicated over long distances
- identifying, through questioning adults, the communication, work and transport technologies used in the childhoods of their grandparents or familiar elders
- suggesting what their pattern of visits to places might have been one or two generations ago and comparing this to their current pattern
- identifying the technologies used by local First Nations Australians for aspects of daily life such as providing food, shelter and transportation
- identifying the ways current communication and transport technologies impact on our

interconnections with other places; for example, online communication, accessibility to other places through different types of transport

Students learn about:

## **how technological developments changed people's lives at home, and in the ways they travelled and communicated**

(AC9HS2K02)

### **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 .

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Develop questions
- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Culture**

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

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Related content**

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

AC9TDE2K01

#### **Resources**

#### **Work Samples**

### **WS01 - Then and now**

#### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HS2K02

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

#### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## **Content description**

AC9HS2K02

### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HS2K02

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

## **Snapshot – Draw conclusions and provide reasons**

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

#### **Content description**

AC9HS2K02

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- 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

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HS2K02

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Develop questions**

### **Critical and Creative Thinking: Inquiring: Develop questions**

#### **Content description**

AC9HS2K02

#### **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 reflect their curiosity about the world



- 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

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HS2K02

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HS2K02

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HS2K02

##### **Continuum extract**

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

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- 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

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HS2K02

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9HS2K02

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

### **Snapshot – Draw conclusions and provide reasons**

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

##### **Content description**

AC9HS2K02

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- 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

### **Resource – WS01 - Then and now**

By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that those places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.

Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

#### **AC9HS2K02**

how technological developments changed people's lives at home, and in the ways they worked, travelled and communicated

#### **AC9HS2S02**

collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models

#### **AC9HS2S05**

draw conclusions and make proposals

#### **AC9HS2S06**

develop narratives and share observations, using sources, and subject-specific terms

### **AC9HS2K03**

**how places can be spatially represented in from local to to state/territory, and how people and places are interconnected across those scales**

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#### **Elaborations**

- identifying where they live in Australia, including in relation to their nearest city, the and state/territory on a map and a globe

- investigating the places locally and at a broader scale that they and their families visit for shopping, health, recreation, religious or ceremonial activities, or other reasons
- identifying links they and other people in their community have with people and places at the and/or state/territory scale; for example, where produce in their supermarket comes from or produce from their farms goes to, relatives they visit, places they go for holidays
- describing how communication and transport technologies connect their place to other places at the and/or state/territory level; for example, online communication, phone, road, rail, planes, ferries

Students learn about:

**how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales**

(AC9HS2K03)

### **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

#### **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**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

### **Resources**

### **Work Samples**

## **WS02 - Significant places**

### **Snapshot – Interpret concepts and problems**

**Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HS2K03

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

### **Snapshot – Draw conclusions and provide reasons**

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

#### **Content description**

AC9HS2K03

### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- 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

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HS2K03

### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9HS2K03

### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9HS2K03

### **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
- condense and combine selected information related to the topic of study

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9HS2K03

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
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## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HS2K03

#### **Continuum extract**

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

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- prioritise the information that is most relevant to the topic of study
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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

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HS2K03

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HS2K03

#### **Continuum extract**

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

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- prioritise the information that is most relevant to the topic of study
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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

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HS2K03

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

## **Snapshot – Draw conclusions and provide reasons**

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

#### **Content description**

AC9HS2K03

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- 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

## **Resource – WS02 - Significant places**

By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.

Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

### **AC9HS2K03**

how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales

### **AC9HS2K04**

the interconnections of First Nations Australians to a local Country/Place

### **AC9HS2S01**

develop questions about objects, people, places and events in the past and present

### **AC9HS2S02**

collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models

### **AC9HS2S03**

interpret information and data from observations and provided sources, including the comparison of objects from the past and present

### **AC9HS2S04**

discuss perspectives related to objects, people, places and events

### **AC9HS2S05**

draw conclusions and make proposals

### **AC9HS2S06**

develop narratives and share observations, using sources, and subject-specific terms

### **AC9HS2K04**

**the interconnections of First Nations Australians to a local**

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#### **Elaborations**

- listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their
- liaising with community to identify language groups of First Nations Australians who belong to the local area and exploring the relationship between language, and spirituality (this is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied)
- discussing when to use Acknowledgement of Country and Welcome to Country at ceremonies and events to respectfully recognise the and Traditional Owners and Custodians of the land, sea, waterways, and sky

Students learn about:

# **the interconnections of First Nations Australians to a local Country/Place**

(AC9HS2K04)

## **General capabilities and cross-curriculum priorities**

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

### **Responding to ethical issues**

- Making and reflecting on ethical decisions

### **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **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.

### **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 .

### **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **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.

### **Responding to ethical issues**

- Making and reflecting on ethical decisions

### **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

### **Engaging with cultural and linguistic diversity**

- Communicate responsively
- Develop multiple perspectives

### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

### **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

### **Engaging with cultural and linguistic diversity**

- Communicate responsively
- Develop multiple perspectives

### **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.

### **Resources**

### **Work Samples**

## **WS02 - Significant places**

### **Snapshot – Making and reflecting on ethical decisions**

**Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical issues**

**Content description**

AC9HS2K04

### **Continuum extract**

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine**

#### **responsibilities and ethical norms**

#### **Content description**

AC9HS2K04

### **Continuum extract**

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important
- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop**

#### **perspectives**

#### **Content description**

AC9HS2K04

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine**

#### **responsibilities and ethical norms**

#### **Content description**

AC9HS2K04

### **Continuum extract**

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important
- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop**

#### **perspectives**

#### **Content description**

AC9HS2K04

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

### **Snapshot – Making and reflecting on ethical decisions**

**Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions**

#### **Content description**

AC9HS2K04

#### **Continuum extract**

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

**Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

**responsibilities and ethical norms**

#### **Content description**

AC9HS2K04

#### **Continuum extract**

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important
- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

### **Snapshot – Communicate responsively**

**Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

**responsively**

#### **Content description**

AC9HS2K04

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

### **Snapshot – Develop multiple perspectives**

**Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

**perspectives**

#### **Content description**

AC9HS2K04

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

**Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

**responsibilities and ethical norms**

## **Content description**

AC9HS2K04

### **Continuum extract**

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important
- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

## **Snapshot – Communicate responsively**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

#### **Content description**

AC9HS2K04

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9HS2K04

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

## **AC9HS2S01**

### **develop questions about objects, people, places and events in the past and present**

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#### **Elaborations**

- developing inquiry questions about a historical site; for example, "What does it look like now?", "What condition is it in?", "What was its use?", "How might its use have changed?", "How was it built/created?", "Who built it?", "How is it now used?", "Why is it important?", "Was/is it used by different groups of people?"
- developing inquiry questions about places; for example, "What are the features of the place?", "How far away is it?", "How easy is it to get to?", "How am I connected to it?", "How is it connected to other places?"
- posing questions using the stems, "How do I feel about ...?", "What would it be like to ...?" and "What effect ...?"

Students learn about:

### **develop questions about objects, people, places and events in the past and present**

(AC9HS2S01)

#### **General capabilities and cross-curriculum priorities**

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

## **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 .

## **Inquiring**

- Develop questions

## **Inquiring**

- Develop questions

## **Inquiring**

- Develop questions

## **Resources**

## **Work Samples**

## **WS02 - Significant places**

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9HS2S01

##### **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 reflect their curiosity about the world
- 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

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9HS2S01

##### **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 – Develop questions**

## **Critical and Creative Thinking: Inquiring: Develop questions**

### **Content description**

AC9HS2S01

### **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 reflect their curiosity about the world
- 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

### **Snapshot – Develop questions**

## **Critical and Creative Thinking: Inquiring: Develop questions**

### **Content description**

AC9HS2S01

### **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 reflect their curiosity about the world
- 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

### **Snapshot – Develop questions**

## **Critical and Creative Thinking: Inquiring: Develop questions**

### **Content description**

AC9HS2S01

### **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 reflect their curiosity about the world
- 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

### **Resource – WS02 - Significant places**

By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.

Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use

sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

### **AC9HS2K03**

how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales

### **AC9HS2K04**

the interconnections of First Nations Australians to a local Country/Place

### **AC9HS2S01**

develop questions about objects, people, places and events in the past and present

### **AC9HS2S02**

collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models

### **AC9HS2S03**

interpret information and data from observations and provided sources, including the comparison of objects from the past and present

### **AC9HS2S04**

discuss perspectives related to objects, people, places and events

### **AC9HS2S05**

draw conclusions and make proposals

### **AC9HS2S06**

develop narratives and share observations, using sources, and subject-specific terms

### **AC9HS2S02**

**collect, sort and record information and from observations and from provided sources, including and labelled maps or models**

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#### **Elaborations**

- collecting information from sources and observations relevant to learning about the past (for example, photographs, interviews, newspapers, stories, and place and street names in maps) and relevant to learning about places (for example, surveying peers, satellite images, diagrams, field photographs, observations of monuments, built and non-built historical landmarks, middens, remnants of native and old building remains), and identifying relevant information
- creating with annotations to show historical sites or places they are connected to, incorporating symbols to show of objects, places or significant features
- locating the places they are connected to, such as through family, travel or friends, or the places they visit for shopping, recreation or other reasons on a print, electronic or wall map
- ordering key events in the history of the local community or in its development using formats such as , slideshows or stories; for example, the history of a person, place or building, or the developmental stages of telecommunications technologies

Students learn about:

**collect, sort and record information and data from observations and from provided**

**unscaled timelines and labelled maps or models**

(AC9HS2S02)

#### **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

##### **Reading and viewing**

- Understanding texts

## **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

### **Investigating**

- Acquire and collate data
- Interpret data

### **Managing and operating**

- Select and operate tools

### **Inquiring**

- Identify, process and evaluate information

### **Investigating**

- Interpret data

### **Inquiring**

- Identify, process and evaluate information

### **Investigating**

- Acquire and collate data

### **Related content**

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

### **Resources**

### **Work Samples**

### **WS01 - Then and now**

### **WS02 - Significant places**

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HS2S02

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9HS2S02

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

## **Processes**

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

## **Vocabulary**

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

## **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")

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HS2S02

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Acquire and collate data**

### **Digital Literacy: Investigating: Acquire and collate data**

#### **Content description**

AC9HS2S02

#### **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

## **Snapshot – Interpret data**

### **Digital Literacy: Investigating: Interpret data**

#### **Content description**

AC9HS2S02

#### **Continuum extract**



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

- use simple digital tools to explore sorting data and information provided as part of learning experiences
- classify and group data using digital familiar tools to answer simple questions
- organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions

#### **Snapshot – Select and operate tools**

### **Digital Literacy: Managing and operating: Select and operate tools**

#### **Content description**

AC9HS2S02

#### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- 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

#### **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HS2S02

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

#### **Snapshot – Interpret data**

### **Digital Literacy: Investigating: Interpret data**

#### **Content description**

AC9HS2S02

#### **Continuum extract**

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

- use simple digital tools to explore sorting data and information provided as part of learning experiences
- classify and group data using digital familiar tools to answer simple questions
- organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions

#### **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HS2S02

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Acquire and collate data**

### **Digital Literacy: Investigating: Acquire and collate data**

#### **Content description**

AC9HS2S02

#### **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

## **Resource – WS01 - Then and now**

By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that those places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.

Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

### **AC9HS2K02**

how technological developments changed people's lives at home, and in the ways they worked, travelled and communicated

### **AC9HS2S02**

collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models

### **AC9HS2S05**

draw conclusions and make proposals

### **AC9HS2S06**

develop narratives and share observations, using sources, and subject-specific terms

## **AC9HS2S03**

**interpret information and from observations and provided sources, including the comparison of objects from the past and present**

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#### **Elaborations**

- interpreting distance on maps using terms such as “distant”, “close”, “local”, “many hours in a bus/car/plane” and “walking distance” to decide on the accessibility of different features and places
- interpreting geographic maps, concept maps and other digital or visual displays to explore system connections; for example, places their classmates are connected to, where some food comes from, how First Nations Australians' songlines connect places
- interpreting symbols and codes that provide information, such as map legends
- identifying how objects and activities are similar or different depending on conditions in local and distant places; for example, clothes, transport, technology

Students learn about:

**interpret information and data from observations and provided sources, including t**

## objects from the past and present

(AC9HS2S03)

### 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

#### Investigating

- Interpret 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

- Interpret concepts and problems

#### Inquiring

- Identify, process and evaluate information

#### Analysing

- Interpret concepts and problems

#### Inquiring

- Identify, process and evaluate information

#### Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

#### Inquiring

- Identify, process and evaluate information

#### Inquiring

- Identify, process and evaluate information

#### Engaging with cultural and linguistic diversity

- Develop multiple perspectives

#### Related content

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

AC9E2LY05

AC9M2ST01

AC9M2ST02

#### Resources

#### Work Samples

### WS02 - Significant places

#### Snapshot – Interpret concepts and problems

#### Critical and Creative Thinking: Analysing: Interpret concepts and problems

#### Content description

AC9HS2S03

#### Continuum extract

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

- identify the main parts of a concept or problem
- 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

#### Snapshot – Identify, process and evaluate information

#### Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

## **Content description**

AC9HS2S03

### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Interpret data**

### **Digital Literacy: Investigating: Interpret data**

#### **Content description**

AC9HS2S03

#### **Continuum extract**

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

- use simple digital tools to explore sorting data and information provided as part of learning experiences
- classify and group data using digital familiar tools to answer simple questions
- organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HS2S03

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9HS2S03

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9HS2S03

#### **Continuum extract**

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

- identify the main parts of a concept or problem

- 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

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HS2S03

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HS2S03

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HS2S03

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9HS2S03

##### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

## **AC9HS2S04**

**discuss perspectives related to objects, people, places and events**

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### **Elaborations**

- discussing why some places are considered special or significant by others, such as parents, First Nations Australians, grandparents or familiar elders, friends and returned soldiers
- examining the points of view of older generations about changes over time; for example, changes to the natural or built environment, changes to daily living
- exploring how the same place has significance to different groups for different reasons; for example, traditional meeting places for First Nations Australians within an urban area that include buildings or monuments that are important to other groups.

Students learn about:

**discuss perspectives related to objects, people, places and events**

(AC9HS2S04)

### **General capabilities and cross-curriculum priorities**

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

#### **Responding to ethical issues**

- Explore ethical issues
- Making and reflecting on ethical decisions

#### **Social awareness**

- Empathy

### **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

#### **Social awareness**

- Community awareness

#### **Inquiring**

- Identify, process and evaluate information

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

### **Resources**

### **Work Samples**

## **WS02 - Significant places**

### **Snapshot – Explore ethical issues**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

#### **Content description**

AC9HS2S04

#### **Continuum extract**

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

- identify different ethical problems or issues from examples such as stories
- identify different perspectives and approaches when discussing ethical issues from a given example

- use examples to describe how people may have different values and perspectives that they apply to an ethical issue

### **Snapshot – Making and reflecting on ethical decisions**

#### **Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions**

##### **Content description**

AC9HS2S04

##### **Continuum extract**

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9HS2S04

##### **Continuum extract**

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

- demonstrate an awareness of the needs, emotions, cultures and backgrounds of others
- describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others
- discuss the value of different needs, emotions, cultures and backgrounds

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9HS2S04

##### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

### **Snapshot – Community awareness**

#### **Personal and Social capability: Social awareness: Community awareness**

##### **Content description**

AC9HS2S04

##### **Continuum extract**

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

- describe the ways they are connected, and can contribute to their community groups
- describe how they contribute to their communities and how others care for and assist them
- describe the various communities beyond their own and what they can do to support them

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9HS2S04

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives**

#### **Content description**

AC9HS2S04

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

## **AC9HS2S05**

### **draw conclusions and make proposals**

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#### **Elaborations**

- listing what makes a local person, place or building significant and drawing conclusions about how people were, or are, connected to a local place and other places in the and/or state/territory
- creating a Venn diagram or table that shows aspects of continuity or change in the local area or technology over time
- discussing how change in one aspect of technology impacted on the way people worked, travelled, communicated or played in the past
- identifying how knowledge of special places and natural systems in their local area contributes to behaviour, and ideas about how to care for these places and to preserve their significance
- using their knowledge about a familiar place or site to imagine how it might change in the future and how they can influence a positive future for it

Students learn about:

### **draw conclusions and make proposals**

(AC9HS2S05)

### **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

#### **Reading and viewing**

- Understanding texts

#### **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

#### **Analysing**

- Draw conclusions and provide reasons

#### **Analysing**

- Draw conclusions and provide reasons

### **Understanding ethical concepts and perspectives**

- Explore ethical concepts

### **Social management**



- Decision-making

## **Social management**

- Decision-making

## **Resources**

## **Work Samples**

### **WS01 - Then and now**

### **WS02 - Significant places**

#### **Snapshot – Draw conclusions and provide reasons**

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

##### **Content description**

AC9HS2S05

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- 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

#### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9HS2S05

##### **Learning progression extract**

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

##### **Comprehension**

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

##### **Processes**

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

##### **Vocabulary**

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

##### **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")

### **Snapshot – Draw conclusions and provide reasons**

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

##### **Content description**

AC9HS2S05

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- 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

### **Snapshot – Draw conclusions and provide reasons**

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

##### **Content description**

AC9HS2S05

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- 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

### **Snapshot – Draw conclusions and provide reasons**

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

##### **Content description**

AC9HS2S05

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- 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

### **Snapshot – Explore ethical concepts**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore**

##### **Content description**

AC9HS2S05

##### **Continuum extract**

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

- identify examples of ethical concepts such as right and wrong
- 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

### **Snapshot – Decision-making**

#### **Personal and Social capability: Social management: Decision-making**

##### **Content description**

AC9HS2S05

##### **Continuum extract**

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

- identify choices that meet the needs of themselves and others when making decisions

- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions

## **Snapshot – Decision-making**

### **Personal and Social capability: Social management: Decision-making**

#### **Content description**

AC9HS2S05

#### **Continuum extract**

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

- identify choices that meet the needs of themselves and others when making decisions
- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions

## **AC9HS2S06**

### **develop narratives and share observations, using sources, and subject-specific terms**

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- 

#### **Elaborations**

- developing narratives drawing on ideas in sources, such as a comparison of past and present daily life
- sharing observations using sources such as how access to and use of a place has changed over time
- sharing with their teacher, other students and members of their family what they know about the past, using terms in speech and writing to denote the passing of time (for example, “in the past”, “years ago”, “the olden days”, “in the future”) and to describe direction and of a place (for example, “north”, “south”, “opposite”, “near”, “far”)

Students learn about:

### **develop narratives and share observations, using sources, and subject-specific terms**

(AC9HS2S06)

#### **General capabilities and cross-curriculum priorities**

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

#### **Speaking and listening**

- Speaking

#### **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 .

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Related content**

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

AC9E2LY06

AC9E2LY07

#### **Resources**

#### **Work Samples**

## **WS01 - Then and now**

## **WS02 - Significant places**

### **Snapshot – Speaking**

#### **Literacy: Speaking and listening: Speaking**

##### **Content description**

AC9HS2S06

##### **Learning progression extract**

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

##### **Crafting ideas**

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

##### **Vocabulary**

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail ( e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

##### **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.")

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9HS2S06

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9HS2S06

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9HS2S06

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Create, communicate and collaborate**

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

#### **Content description**

AC9HS2S06

#### **Continuum extract**

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

- use simple digital tools to create 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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9HS2S06

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others