

## **(no-code)**

**the of First Nations Australians, their and their continuous connection to**

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### **Elaborations**

- exploring the connection of First Nations Australians to the land and water and how they manage these
- recognising that First Nations Australians include two distinct groups – Aboriginal Peoples and Torres Strait Islander Peoples – and there is considerable within these groups
- investigating archaeological sites (for example, Nauwalabila, Devil's Lair, Lake Mungo) that show the continuous connection of early First Peoples of Australia to and the early lifestyles of First Nations Australians
- investigating the and significance of and exchange of ideas to First Nations Australians, including with groups outside Australia such as the Macassans

Students learn about:

**the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place**

(AC9HS4K01)

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

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

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

- Develop multiple perspectives

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

- Examine cultural perspectives and world views

#### **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

#### **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**

- Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

### **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

#### **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.

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

- Develop multiple perspectives

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

- Examine cultural perspectives and world views

### **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

### **People**

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

- Develop multiple perspectives

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

- Examine cultural perspectives and world views

### **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.

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

### **Culture**

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

### **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.

## **Resources**

## **Work Samples**

## **WS02 - Diversity of First Nations Australians**

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

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

#### **Content description**

AC9HS4K01

#### **Continuum extract**

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

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

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

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

### **Content description**

AC9HS4K01

### **Continuum extract**

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

- 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
- examine the factors that influence cultural perspectives presented within intercultural contexts

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

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

### **Content description**

AC9HS4K01

### **Continuum extract**

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

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

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

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

### **Content description**

AC9HS4K01

### **Continuum extract**

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

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

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

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

### **Content description**

AC9HS4K01

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

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

## **Content description**

AC9HS4K01

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## **Snapshot – Develop multiple perspectives**

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

## **Content description**

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

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

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- examine the factors that influence cultural perspectives presented within intercultural contexts

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

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

## **Content description**

AC9HS4K01

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

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

## **Content description**

AC9HS4K01

### **Continuum extract**

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

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- identify and explain similarities and differences in selected information
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- compare information and opinion that can be verified against claims based on personal preference

## **Resource – WS02 - Diversity of First Nations Australians**

By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.

Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.

### **AC9HS4K01**

the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place

### **AC9HS4S02**

locate, collect and record information and data from a range of sources, including annotated timelines and maps

### **AC9HS4S03**

interpret information and data displayed in different formats

### **AC9HS4S04**

analyse information and data, and identify perspectives

### **AC9HS4S05**

draw conclusions based on analysis of information

### **AC9HS4S07**

present descriptions and explanations, using ideas from sources and relevant subject-specific terms

## **AC9HS4K02**

### **the causes of the establishment of the first British in Australia in 1788**

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#### **Elaborations**

- examining the journeys of one or more explorers who sailed parts of the route to Australia, such as Vasco da Gama and Ferdinand Magellan, using navigation maps to reconstruct their journeys, in order to investigate how exploration and knowledge of routes allowed for the later feasible of Australia
- examining journeys of the Australian coastline of one or more explorers (for example, Dirk Hartog, Abel Tasman, James Cook, Comte de la Perouse, Willem Jansz) using navigation maps to reconstruct their journeys, in order to investigate the possibility of countries settling Australia to expand their
- describing the journeys of James Cook, and that of Joseph Banks, and their role in the establishment of a British in Australia, including reference to Cook's "secret instructions"
- investigating the reasons for the of Australia, including Britain needing a penal , the impact of the American War of Independence, the creation of a base in the global south and

Students learn about:

### **the causes of the establishment of the first British colony in Australia in 1788**

(AC9HS4K02)

## **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
- Draw conclusions and provide reasons

### **Analysing**

- Interpret concepts and problems

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

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

#### **Content description**

AC9HS4K02

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9HS4K02

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

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

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

#### **Content description**

AC9HS4K02

#### **Continuum extract**

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

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

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

##### **Content description**

AC9HS4K02

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

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

##### **Content description**

AC9HS4K02

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

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

##### **Content description**

AC9HS4K02

##### **Continuum extract**

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

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

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

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

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AC9HS4K02

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### **AC9HS4K03**

**the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British**

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##### **Elaborations**

- describing the events around the establishment of the First Fleet and the key people involved, such as Captain Arthur Phillip, marines, Reverend Richard Johnson and convicts
- describing the events and experiences of groups and individuals on the journey of the First Fleet
- examining the wide range of crimes punishable by transportation and looking closely at the people who were transported
- investigating attitudes to the poor, the treatment of prisoners and the social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards
- investigating daily life in the Port Jackson penal , the challenges experienced by the people there and how they were managed

Students learn about:

**the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony**



(AC9HS4K03)

## **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
- Draw conclusions and provide reasons

### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

### **Analysing**

- Interpret concepts and problems

### **Responding to ethical issues**

- Making and reflecting on ethical decisions

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

- Explore ethical concepts
- Recognise influences on ethical behaviour and perspectives

### **Analysing**

- Interpret concepts and problems

### **Responding to ethical issues**

- Explore ethical issues

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

- Explore ethical concepts

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

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

##### **Content description**

AC9HS4K03

##### **Continuum extract**

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

- identify the main parts of a concept or problem and describe how these relate to each other
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### **Snapshot – Draw conclusions and provide reasons**

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

##### **Content description**

AC9HS4K03

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
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provide reasons and construct arguments for choices made

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

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

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

##### **Content description**

AC9HS4K03

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

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

##### **Content description**

AC9HS4K03

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

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

##### **Content description**

AC9HS4K03

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

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

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

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

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

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

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

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

#### **Content description**

AC9HS4K03

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

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

#### **Content description**

AC9HS4K03

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

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

#### **Content description**

AC9HS4K03

### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

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

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

### **Content description**

AC9HS4K03

### **Continuum extract**

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

- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

## **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

### **Content description**

AC9HS4K03

### **Continuum extract**

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

- identify how emotions and behaviour interact, and share examples of when they match and when they do not
- explain how emotions can affect behaviour and decision-making in different situations
- explain how habits and behaviour shape character and examine how they inform ethical perspectives

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

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

### **Content description**

AC9HS4K03

### **Continuum extract**

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

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

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

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

### **Content description**

AC9HS4K03

### **Continuum extract**

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

- 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
- describe how ethical perspectives or approaches to ethical issues may vary in different situations

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

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

### **Content description**

AC9HS4K03

### **Continuum extract**

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- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

## **AC9HS4K04**

**the effects of contact with other people on First Nations Australians and their following the arrival of the First Fleet and how this was viewed by First Nations Australians as an**

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### **Elaborations**

- investigating contact between First Nations Australians and people from different continents ( and Europe) before 1788; for example, the repulsion of the Dutch at Cape Keerweer in 1606, , sharing of ideas and technologies
- exploring early contact of First Nations Australians with the British, including individuals such as Pemulwuy, Windradyne and Bennelong, and considering the differing perspectives of the interactions between Europeans and First Nations Australians, and how interactions could be interpreted as negative for one group and positive for the other
- examining paintings and accounts by individuals involved in exploration and to explore the impact that British had on the lives of First Nations Australians; for example, dispossession, dislocation and the loss of lives through frontier conflict, disease, and loss of food sources and medicines, the embrace of some colonial technologies, the practice of colonial religion, and intermarriage between colonists and Australian First Nations Peoples

Students learn about:

**the effects of contact with other people on First Nations Australians and their Country following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion**

(AC9HS4K04)

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

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

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

- Develop multiple perspectives
- Develop empathy

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

- Examine cultural perspectives and world views

#### **Country/Place**

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.

### **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

#### **Growing Asia-Australia engagement**

- Australia and Asia are interdependent through a range of historical and contemporary connections.

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

- Develop multiple perspectives
- Develop empathy

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

- Examine cultural perspectives and world views

#### **Country/Place**

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their

occupation of, and connection to, Country/Place.

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

- Develop multiple perspectives

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

- Examine cultural perspectives and world views

### **Country/Place**

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius, were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.

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

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

##### **Content description**

AC9HS4K04

##### **Continuum extract**

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

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

### **Snapshot – Develop empathy**

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

##### **Content description**

AC9HS4K04

##### **Continuum extract**

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

- 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
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

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

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

##### **Content description**

AC9HS4K04

##### **Continuum extract**

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

- 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
- examine the factors that influence cultural perspectives presented within intercultural contexts

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

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

##### **Content description**

AC9HS4K04

##### **Continuum extract**

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

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

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

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

### **Content description**

AC9HS4K04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9HS4K04

### **Continuum extract**

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

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

### **Snapshot – Develop empathy**

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

### **Content description**

AC9HS4K04

### **Continuum extract**

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

- 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
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

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

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

### **Content description**

AC9HS4K04

### **Continuum extract**

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

- 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

- examine the factors that influence cultural perspectives presented within intercultural contexts

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

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

### **Content description**

AC9HS4K04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9HS4K04

### **Continuum extract**

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

- 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
- examine the factors that influence cultural perspectives presented within intercultural contexts

### **AC9HS4K05**

## **the importance of environments, including natural and water sources, to people and animals in Australia and on another continent**

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### **Elaborations**

- identifying the main types of , including forest, savannah, grassland, woodland and desert, and exploring natural in Australia and another continent such as Africa or South America
- exploring how has an important role in sustaining the environment by producing oxygen, protecting food-producing land from erosion, retaining rainfall, providing habitat for animals, sheltering crops and livestock, providing shade for people, cooling , producing medicines, wood and fibre, and making places appear more attractive
- explaining how people's connections with their environment can also be aesthetic, emotional and spiritual
- exploring strategies to protect particular environments that provide habitats for animals; for example, planting bird-attracting
- identifying the importance of water to the environment and to sustaining the lives of people and animals

Students learn about:

## **the importance of environments, including natural vegetation and water sources, to animals in Australia and on another continent**

(AC9HS4K05)

### **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

### **Systems**

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

### **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

### **Systems**

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

### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

### **Analysing**

- Interpret concepts and problems

### **Futures**

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

### **Analysing**

- Interpret concepts and problems

### **Systems**

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

### **Related content**

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

AC9S4U01

AC9S4U02

AC9TDE4K03

### **Resources**

### **Work Samples**

## **WS01 - Environments and sustainability**

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

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

#### **Content description**

AC9HS4K05

#### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4K05

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

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

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

##### **Content description**

AC9HS4K05

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4K05

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4K05

##### **Continuum extract**

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

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

information and digital sources

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

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

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

##### **Content description**

AC9HS4K05

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4K05

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4K05

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4K05

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

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

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

##### **Content description**

AC9HS4K05

## Continuum extract

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

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

## Snapshot – Interpret concepts and problems

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

#### Content description

AC9HS4K05

#### Continuum extract

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

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

## Resource – WS01 - Environments and sustainability

By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.

Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.

### AC9HS4K05

the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent

### AC9HS4K06

sustainable use and management of renewable and non renewable resources, including the custodial responsibility First Nations Australians have for Country/Place

### AC9HS4S02

locate, collect and record information and data from a range of sources, including annotated timelines and maps

### AC9HS4S03

interpret information and data displayed in different formats

### AC9HS4S05

draw conclusions based on analysis of information

### AC9HS4S06

propose actions or responses to an issue or challenge that consider possible effects of actions

### AC9HS4S07

present descriptions and explanations, using ideas from sources and relevant subject-specific terms

## AC9HS4K06

sustainable use and management of and , including the First Nations Australians have for

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### **Elaborations**

- exploring how some are used and managed in sustainable and non-sustainable ways; for example, auditing use of and in the classroom, investigating recycling and waste disposal of in the school and by local , reducing waste through “nude food” lunch boxes and using recycled toilet paper, examining how such as timber are managed
- investigating how First Nations Australians adapted ways using knowledge and practices linked to the sustainable use of and environments (for example, rotational use and harvesting of ; mutton-bird harvesting in Tasmania; the use of fire; the use of endemic in the local area for food, shelter, medicine, tools and weapons; and the collection of bush food from semi-arid rangelands), and how this knowledge can be taught through stories and songs, reflecting their inherent, custodial responsibilities

Students learn about:

## **sustainable use and management of renewable and non-renewable resources, including responsibility First Nations Australians have for Country/Place**

(AC9HS4K06)

### **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 perspectives and frameworks
- Explore ethical issues
- Making and reflecting on ethical decisions

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

- Examine values, rights and responsibilities and ethical norms

#### **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.

#### **Futures**

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

#### **Systems**

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

### **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 .

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

- Explore ethical issues
- Making and reflecting on ethical decisions

#### **Futures**

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

#### **Systems**

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

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Culture**

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

## Related content

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

AC9S4U04

AC9TDE4K03

## Resources

## Work Samples

### WS01 - Environments and sustainability

#### Snapshot – Explore ethical perspectives and frameworks

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

##### Content description

AC9HS4K06

##### Continuum extract

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

- identify the similarities and differences between values such as caring, compassion and empathy
- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making

#### Snapshot – Explore ethical issues

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

##### Content description

AC9HS4K06

##### Continuum extract

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

- 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
- describe how ethical perspectives or approaches to ethical issues may vary in different situations

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

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

##### Content description

AC9HS4K06

##### Continuum extract

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

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

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

##### Content description

AC9HS4K06

##### Continuum extract

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

- 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
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

#### Snapshot – Explore ethical issues

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

### **Content description**

AC9HS4K06

#### **Continuum extract**

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

- 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
- describe how ethical perspectives or approaches to ethical issues may vary in different situations

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

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

### **Content description**

AC9HS4K06

#### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

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

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

### **Content description**

AC9HS4K06

#### **Continuum extract**

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

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

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

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

### **Content description**

AC9HS4K06

#### **Continuum extract**

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

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

### **AC9HS4K07**

**the differences between and , why are important and how they affect the lives of people**

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#### **Elaborations**

- distinguishing between , such as not speeding in school zones, and , such as practising sun safety in the school
- exploring examples of and their , recognising that apply to everyone in society and why they are important to students' lives
- investigating the impact of , such as environmental , and concerning sacred sites, on specific

groups, including First Nations Australians

- investigating the customary of First Nations Australians and how they relate to people and places; for example, the covers of living, skin groups, broad roles of men and women, economic affairs, marriage and other activities

Students learn about:

## **the differences between “rules” and “laws”, why laws are important and how they affect people**

(AC9HS4K07)

### **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

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

- Making and reflecting on ethical decisions

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

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

#### **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

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **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

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

- Examine cultural perspectives and world views

#### **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

#### **Country/Place**

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

#### **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.

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



- Develop multiple perspectives

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

- Examine cultural perspectives and world views

### **Country/Place**

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

### **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.

### **Related content**

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

AC9HP4M08

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

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

##### **Content description**

AC9HS4K07

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4K07

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

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

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

##### **Content description**

AC9HS4K07

##### **Continuum extract**

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

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

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

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

#### **Content description**

AC9HS4K07

#### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

## **Snapshot – Explore ethical concepts**

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

#### **Content description**

AC9HS4K07

#### **Continuum extract**

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

- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

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

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

#### **Content description**

AC9HS4K07

#### **Continuum extract**

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

- 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
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

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

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

#### **Content description**

AC9HS4K07

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9HS4K07

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to

provide reasons and construct arguments for choices made

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

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

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

##### **Content description**

AC9HS4K07

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4K07

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

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

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

##### **Content description**

AC9HS4K07

##### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

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

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

##### **Content description**

AC9HS4K07

##### **Continuum extract**

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

- 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
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

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

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

##### **Content description**

AC9HS4K07

## **Continuum extract**

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

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

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

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

#### **Content description**

AC9HS4K07

#### **Continuum extract**

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

- 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
- examine the factors that influence cultural perspectives presented within intercultural contexts

## **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9HS4K07

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9HS4K07

#### **Continuum extract**

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

- 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
- examine the factors that influence cultural perspectives presented within intercultural contexts

## **AC9HS4K08**

### **the roles of local and how members of the community use and contribute to local**

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#### **Elaborations**

- examining how local is chosen and by whom
- exploring what local does, including the it provides, such as environment and waste management,

libraries, health , parks, events, pools and sport facilities, arts and pet management

- describing how local impact on the lives of students, and discussing how local groups/organisations and children can use their voices and make responsible choices about the that impact them and their environment

Students learn about:

## **the roles of local government and how members of the community use and contribute**

(AC9HS4K08)

### **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 perspectives and frameworks
- Making and reflecting on ethical decisions

#### **Social awareness**

- Community awareness

#### **Social management**

- Decision-making

#### **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

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

- Making and reflecting on ethical decisions

#### **Social awareness**

- Community awareness

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

- Explore ethical perspectives and frameworks
- Making and reflecting on ethical decisions

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

- Examine values, rights and responsibilities and ethical norms

#### **Social awareness**

- Community awareness

### **Snapshot – Explore ethical perspectives and frameworks**

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

##### **Content description**

AC9HS4K08

##### **Continuum extract**

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

- identify the similarities and differences between values such as caring, compassion and empathy
- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making

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

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

##### **Content description**

AC9HS4K08

##### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

## **Snapshot – Community awareness**

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

### **Content description**

AC9HS4K08

### **Continuum extract**

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

- 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
- explain the way their actions and the actions of others influence communities

## **Snapshot – Decision-making**

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

### **Content description**

AC9HS4K08

### **Continuum extract**

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

- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

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

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

### **Content description**

AC9HS4K08

### **Continuum extract**

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

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

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

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

### **Content description**

AC9HS4K08

### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

## **Snapshot – Community awareness**

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

### **Content description**

AC9HS4K08

### **Continuum extract**

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

- 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
- explain the way their actions and the actions of others influence communities

## **Snapshot – Explore ethical perspectives and frameworks**

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

### **Content description**

AC9HS4K08

### **Continuum extract**

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

- identify the similarities and differences between values such as caring, compassion and empathy
- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making

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

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

### **Content description**

AC9HS4K08

### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

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

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

### **Content description**

AC9HS4K08

### **Continuum extract**

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

- 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
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

### **Snapshot – Community awareness**

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

### **Content description**

AC9HS4K08

### **Continuum extract**

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

- 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
- explain the way their actions and the actions of others influence communities

### **AC9HS4K09**

**of , religious and/or social groups to which they and others in the community belong, and their importance to**

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### **Elaborations**

- identifying through the different social, and religious groups students belong to and describing what makes them feel that they belong to the groups
- listing and comparing the different beliefs, traditions and symbols used by groups
- recognising that the of First Nations Australians is shaped by , language and knowledge traditions

Students learn about:

**diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity**

(AC9HS4K09)

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

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

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

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts
- Adapt in intercultural exchanges

### **Growing Asia-Australia engagement**

- Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

## **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 .

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

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

### **Social awareness**

- Empathy
- Community awareness

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

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

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

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

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

## **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**

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

## **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.

## **Related content**



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

AC9HP4P05

### **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**

AC9HS4K09

##### **Continuum extract**

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

- 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
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

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

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

##### **Content description**

AC9HS4K09

##### **Continuum extract**

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

- 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
- examine the factors that influence cultural perspectives presented within intercultural contexts

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9HS4K09

##### **Continuum extract**

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

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts**

##### **Content description**

AC9HS4K09

##### **Continuum extract**

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

- describe how past intercultural experiences affect how they understand and respond to new experiences
- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and

interactions

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9HS4K09

##### **Continuum extract**

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

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

### **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**

AC9HS4K09

##### **Continuum extract**

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

- 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
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

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

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

##### **Content description**

AC9HS4K09

##### **Continuum extract**

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

- 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
- examine the factors that influence cultural perspectives presented within intercultural contexts

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

##### **Content description**

AC9HS4K09

##### **Continuum extract**

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

- describe how past intercultural experiences affect how they understand and respond to new experiences
- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions

### **Snapshot – Empathy**

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

### **Content description**

AC9HS4K09

#### **Continuum extract**

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

- 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
- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness

### **Snapshot – Community awareness**

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

### **Content description**

AC9HS4K09

#### **Continuum extract**

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

- 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
- explain the way their actions and the actions of others influence communities

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

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

### **Content description**

AC9HS4K09

#### **Continuum extract**

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

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

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

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

### **Content description**

AC9HS4K09

#### **Continuum extract**

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

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

### **Snapshot – 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**

AC9HS4K09

#### **Continuum extract**

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

- 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
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

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

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

##### **Content description**

AC9HS4K09

##### **Continuum extract**

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

- 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
- examine the factors that influence cultural perspectives presented within intercultural contexts

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

##### **Content description**

AC9HS4K09

##### **Continuum extract**

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

- describe how past intercultural experiences affect how they understand and respond to new experiences
- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions

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

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

##### **Content description**

AC9HS4K09

##### **Continuum extract**

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

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

### **Snapshot – 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**

AC9HS4K09

##### **Continuum extract**

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

- 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
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

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

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

#### **Content description**

AC9HS4K09

#### **Continuum extract**

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

- 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
- examine the factors that influence cultural perspectives presented within intercultural contexts

## **AC9HS4S01**

### **develop questions to guide investigations about people, events, places and issues**

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#### **Elaborations**

- asking questions before, during and after an investigation using tools such as a KWL chart (what they know, what they want to know and what they have learned) and five W's + H (who, what, when, where, why and how)
- developing "How do we know?" questions for evidence; "How are these ideas connected to each other? What is similar/different about what you have found out?" questions about comparisons; "What could be done?" questions about alternatives; "Is that right or fair?" questions about decisions in the past and present; "How did/do certain groups respond/act when...?" questions about groups; "What apply when...? Who was/is involved...?" questions about and
- discussing how an investigation about the past, such as through a museum display, video or interactive website, is guided by questions at different stages, including "Why is that important now?"
- developing questions that address the disciplinary concepts; for example, "What was the cause...?", "Why was this event significant?", "How did daily life change?", "What are the characteristics of this place?", "How can we manage sustainably?", "What are used by different groups I belong to?" and "What protect our local environment?"

Students learn about:

### **develop questions to guide investigations about people, events, places and issues**

(AC9HS4S01)

#### **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

## **Inquiring**

- Develop questions

### **Snapshot – Develop questions**

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

##### **Content description**

AC9HS4S01

##### **Continuum extract**

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

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

### **Snapshot – Interacting**

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

##### **Content description**

AC9HS4S01

##### **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**

AC9HS4S01

##### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

### **Snapshot – Develop questions**

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

### **Content description**

AC9HS4S01

### **Continuum extract**

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

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

### **Snapshot – Develop questions**

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

### **Content description**

AC9HS4S01

### **Continuum extract**

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

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

### **Snapshot – Develop questions**

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

### **Content description**

AC9HS4S01

### **Continuum extract**

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

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

## **AC9HS4S02**

**locate, collect and record information and from a range of sources, including and maps**

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### **Elaborations**

- identifying the types of sources suited to historical, geographical, civic inquiry contexts (for example, paintings, maps and written records/accounts to investigate the First Fleet or a local environment; newspaper articles and database information to investigate the of the local community or to respond to a civic or geographic issue such as recycling; traditional ballads and stories to investigate historical events or groups in the community) and discussing why particular sources might be suitable for a particular context
- brainstorming ways that information might be collected for an inquiry, such as surveys, interviews and tallying, and choosing, with teacher guidance, the most effective sources of ; for example, the internet, thematic maps, photographs, satellite imagery, field collection, interviewing members of local
- exploring stories about the groups people belong to; for example, groups such as groups that value First Nations Australian or heritage; interest and community groups such as recreational and volunteering organisations; and gender or religious groups
- using graphic organisers, timelines, maps, graphs or tables to display and information (for example, a food web; consequence wheels for an issue; creating a timeline related to the First Fleet; mapping of different types of , the loss of native species, the movement of peoples over time, or social, and religious groups in Australia's society) and using digital applications as appropriate

Students learn about:

## **locate, collect and record information and data from a range of sources, including timelines and maps**

(AC9HS4S02)

### **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**

- Locate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Investigating**

- Acquire and collate data

#### **Inquiring**

- Identify, process and evaluate information

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

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

#### **Inquiring**

- Identify, process and evaluate information

#### **Investigating**

- Acquire and collate data
- Interpret data

#### **Managing and operating**

- Select and operate tools

#### **Related content**



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

AC9E4LY01

AC9M4SP02

AC9M4ST01

AC9M4ST02

AC9M4ST03

AC9S4I03

AC9S4I04

AC9TDI4K03

## **Resources**

## **Work Samples**

### **WS01 - Environments and sustainability**

### **WS02 - Diversity of First Nations Australians**

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

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

##### **Content description**

AC9HS4S02

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4S02

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

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

##### **Comprehension**

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

##### **Processes**

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

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

### **Vocabulary**

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

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

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

#### **Content description**

AC9HS4S02

#### **Continuum extract**

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

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

## **Snapshot – Locate information**

### **Digital Literacy: Investigating: Locate information**

#### **Content description**

AC9HS4S02

#### **Continuum extract**

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

- locate information through search engines and in documents by applying search terms, and select relevant information
- locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources

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

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

#### **Content description**

AC9HS4S02

#### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4S02

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4S02

##### **Continuum extract**

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

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

### **Snapshot – 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**

AC9HS4S02

##### **Continuum extract**

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

- 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
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

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

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

##### **Content description**

AC9HS4S02

### **Continuum extract**

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

- 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
- examine the factors that influence cultural perspectives presented within intercultural contexts

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

#### **Content description**

AC9HS4S02

### **Continuum extract**

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

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

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

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

#### **Content description**

AC9HS4S02

### **Continuum extract**

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

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

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

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

#### **Content description**

AC9HS4S02

### **Continuum extract**

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

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

### **Snapshot – Interpret data**

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

#### **Content description**

AC9HS4S02

### **Continuum extract**

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

- 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
- analyse and visualise data using a range of digital tools to identify patterns and make predictions

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

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

#### **Content description**

AC9HS4S02

#### **Continuum extract**

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

- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate

## **Resource – WS01 - Environments and sustainability**

By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.

Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.

### **AC9HS4K05**

the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent

### **AC9HS4K06**

sustainable use and management of renewable and non renewable resources, including the custodial responsibility First Nations Australians have for Country/Place

### **AC9HS4S02**

locate, collect and record information and data from a range of sources, including annotated timelines and maps

### **AC9HS4S03**

interpret information and data displayed in different formats

### **AC9HS4S05**

draw conclusions based on analysis of information

### **AC9HS4S06**

propose actions or responses to an issue or challenge that consider possible effects of actions

### **AC9HS4S07**

present descriptions and explanations, using ideas from sources and relevant subject-specific terms

## **Resource – WS02 - Diversity of First Nations Australians**

By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students

describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.

Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.

## **AC9HS4K01**

the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place

## **AC9HS4S02**

locate, collect and record information and data from a range of sources, including annotated timelines and maps

## **AC9HS4S03**

interpret information and data displayed in different formats

## **AC9HS4S04**

analyse information and data, and identify perspectives

## **AC9HS4S05**

draw conclusions based on analysis of information

## **AC9HS4S07**

present descriptions and explanations, using ideas from sources and relevant subject-specific terms

## **AC9HS4S03**

**interpret information and displayed in different formats**

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### **Elaborations**

- decoding the meaning of symbols and emblems associated with Australian history, geography and and applying an understanding of conventions, vocabulary and symbols when interpreting large-scale maps
- interpreting the presented in picture, line, bar or column graphs to identify trends; for example, explaining survey results about types of waste produced in the school or how people participate in the community
- interpreting thematic maps and using online satellite images to describe the environmental characteristics of a continent or , or to identify a particular characteristic, such as equatorial rainforests or clearance of natural for farming and
- comparing environments in places of similar and that are located on different continents; for example, sandy, icy and stony deserts of Australia, Africa and South America

Students learn about:

## **interpret information and data displayed in different formats**

(AC9HS4S03)

### **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

### **Inquiring**

- Identify, process and evaluate information

### **Investigating**

- Interpret data

### **Managing and operating**

- Select and operate tools

### **Inquiring**

- Identify, process and evaluate information

### **Investigating**

- Interpret data

### **Managing and operating**

- Select and operate tools

### **Inquiring**

- Identify, process and evaluate information

### **Related content**

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

AC9E4LY05

AC9M4SP02

AC9M4ST01

AC9M4ST02

AC9M4ST03

### **Resources**

### **Work Samples**

### **WS01 - Environments and sustainability**

### **WS02 - Diversity of First Nations Australians**

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

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

#### **Content description**

AC9HS4S03

#### **Continuum extract**

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

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

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9HS4S03

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information



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

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")

- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

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

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

#### **Content description**

AC9HS4S03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9HS4S03

#### **Continuum extract**

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

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

#### **Snapshot – Interpret data**

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

#### **Content description**

AC9HS4S03

#### **Continuum extract**

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

- 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
- analyse and visualise data using a range of digital tools to identify patterns and make predictions

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

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

#### **Content description**

AC9HS4S03

#### **Continuum extract**

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

- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate

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

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

#### **Content description**

AC9HS4S03

#### **Continuum extract**

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

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

#### **Snapshot – Interpret data**

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

#### **Content description**

AC9HS4S03

#### **Continuum extract**

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

- 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
- analyse and visualise data using a range of digital tools to identify patterns and make predictions

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

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

### **Content description**

AC9HS4S03

### **Continuum extract**

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

- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate

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

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

### **Content description**

AC9HS4S03

### **Continuum extract**

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

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

## **AC9HS4S04**

### **analyse information and , and identify perspectives**

- 
- 

### **Elaborations**

- comparing information in sources to identify evidence of change; for example, First Nations Australian, Dutch and French place names on Australia's west coast
- analysing information collected from interviews with different people about the same issue; for example, developers, businesspeople and their employees, council members, local Elders and conservationists, regarding the management of
- analysing information gathered through visible thinking strategies to examine a group of paintings and/or maps across a period of time to explore evidence of continuity and change, and significant events in Australia pre- and post-1788 (for example, images of First Nations Australian rock painting depicting early interactions and with the Macassans) and comparing it with written information from a historian
- exploring different perspectives about a historical event (for example, the perspectives of convicts, soldiers, free settlers and First Nations Australians on the arrival of the First Fleet) or a contemporary issue, such as a school issue or an environmental issue

Students learn about:

### **analyse information and data, and identify perspectives**

(AC9HS4S04)

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

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

### **Reading and viewing**

- Understanding texts

### **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 .

### **Inquiring**

- Identify, process and evaluate information

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

### **Social awareness**

- Community awareness

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

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

- Develop multiple perspectives
- Develop empathy

### **Resources**

### **Work Samples**

## **WS02 - Diversity of First Nations Australians**

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9HS4S04

#### **Learning progression extract**

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

#### **Comprehension**

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

#### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and

strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)

- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

## **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

## **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## **Snapshot – Empathy**

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

#### **Content description**

AC9HS4S04

#### **Continuum extract**

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

- 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
- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness

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

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

#### **Content description**

AC9HS4S04

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9HS4S04

## **Continuum extract**

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

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

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

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

#### **Content description**

AC9HS4S04

#### **Continuum extract**

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

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

## **Snapshot – Community awareness**

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

#### **Content description**

AC9HS4S04

#### **Continuum extract**

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

- 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
- explain the way their actions and the actions of others influence communities

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

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

#### **Content description**

AC9HS4S04

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9HS4S04

#### **Continuum extract**

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

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



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

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

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

### **Content description**

AC9HS4S04

### **Continuum extract**

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

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

### **Snapshot – Develop empathy**

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

### **Content description**

AC9HS4S04

### **Continuum extract**

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

- 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
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

## **AC9HS4S05**

### **draw conclusions based on analysis of information**

- 
- 

### **Elaborations**

- describing risks in past times, such as those involved in sea travel, exploration and
- explaining how seeking is connected to , world exploration, , economic development and environmental change
- analysing sources to draw conclusions; for example, 'What are the relationships between plants and animals in an ?', 'What can local do to improve ?' and 'How do students benefit from school ?'

Students learn about:

### **draw conclusions based on analysis of information**

(AC9HS4S05)

### **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

#### **Writing**

- Creating 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**

- Interpret concepts and problems
- Draw conclusions and provide reasons

## **Systems**

- Social, economic and political systems influence the sustainability of Earth's systems.

## **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

## **Resources**

## **Work Samples**

### **WS01 - Environments and sustainability**

### **WS02 - Diversity of First Nations Australians**

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

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

#### **Content description**

AC9HS4S05

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

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

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

#### **Content description**

AC9HS4S05

#### **Learning progression extract**

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

#### **Comprehension**

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

#### **Processes**

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

knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic

- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9HS4S05

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### **Text forms and features**

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

### **Vocabulary**

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

#### **Generic indicators**

- uses tense with variable accuracy throughout the text (see Grammar)
- consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)
- uses a variety of sentence structures and sentence beginnings
- spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)
- uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
- uses articles accurately (e.g. "a", "an", "the") (see Grammar)
- uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

#### **Generic indicators**

- maintains appropriate tense throughout the text (see Grammar)
- uses a range of sentences including correctly structured complex sentences (see Grammar)
- spells simple, most complex and some challenging words correctly (see Spelling)
- uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) (see Punctuation)
- writes cohesive paragraphs that develop one main idea

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

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

##### **Content description**

AC9HS4S05

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

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

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

##### **Content description**

AC9HS4S05

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4S05

##### **Continuum extract**

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

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

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

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

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

##### **Content description**

AC9HS4S05

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HS4S05

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

### **AC9HS4S06**

#### **propose actions or responses to an issue or challenge that■consider possible effects of actions**

- 
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##### **Elaborations**

- participating in cooperative strategies that enable decision-making about roles and responsibilities in relation to an issue that may be of concern to the students (for example, waste management in their school or protecting a habitat for an endangered species) and identifying needed to support the actions and likely outcomes
- forecasting a probable future and a preferred future relating to an environmental, local or issue; for example, developing a future scenario of what oceans will be like if humans continue to allow waste plastic to enter waterways, and a preferred scenario of what oceans would be like if plastics were to be replaced by degradable materials
- reflecting on personal behaviours and identifying attitudes that may affect aspects of the environment at a local or global level; for example, pouring paints down the sink, using sourced from cleared rainforests and proposing awareness-raising strategies to reduce impacts on the environment
- proposing possible actions that could be taken to address an issue (for example, improving the management of waste in the school, choosing not made from endangered species or their habitats) and identifying needed to support the actions and likely outcomes (for example, composting lunch waste and using it on the school garden, making socially responsible decisions)

Students learn about:

#### **propose actions or responses to an issue or challenge that■consider possible effects**

(AC9HS4S06)

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

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

##### **Analysing**

- Draw conclusions and provide reasons
- Evaluate actions and outcomes

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

- Explore ethical perspectives and frameworks
- Explore ethical issues
- Making and reflecting on ethical decisions

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

- Examine values, rights and responsibilities and ethical norms

### **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 .

### **Responding to ethical issues**

- Making and reflecting on ethical decisions

### **Social awareness**

- Community awareness

### **Social management**

- Collaboration
- Decision-making

### **Futures**

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

### **Analysing**

- Draw conclusions and provide reasons

### **Responding to ethical issues**

- Explore ethical perspectives and frameworks
- Making and reflecting on ethical decisions

### **Responding to ethical issues**

- Explore ethical perspectives and frameworks
- Explore ethical issues
- Making and reflecting on ethical decisions

### **Social awareness**

- Empathy

### **Futures**

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

### **Analysing**

- Draw conclusions and provide reasons

### **Generating**

- Consider alternatives

### **Responding to ethical issues**

- Making and reflecting on ethical decisions

### **Resources**

### **Work Samples**

## **WS01 - Environments and sustainability**

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

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

### **Content description**

AC9HS4S06

### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

## **Snapshot – Evaluate actions and outcomes**

### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

#### **Content description**

AC9HS4S06

#### **Continuum extract**

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

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

## **Snapshot – Explore ethical perspectives and frameworks**

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

#### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- identify the similarities and differences between values such as caring, compassion and empathy
- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making

## **Snapshot – Explore ethical issues**

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

#### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- 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
- describe how ethical perspectives or approaches to ethical issues may vary in different situations

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

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

#### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

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

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

#### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- 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

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

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

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

#### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

### **Snapshot – Community awareness**

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

#### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- 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
- explain the way their actions and the actions of others influence communities

### **Snapshot – Collaboration**

**Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9HS4S06

#### **Continuum extract**

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

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

### **Snapshot – Decision-making**

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

#### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

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

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

#### **Content description**

AC9HS4S06

#### **Continuum extract**

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

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

reasons and evaluate arguments for choices made

### **Snapshot – Explore ethical perspectives and frameworks**

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

##### **Content description**

AC9HS4S06

##### **Continuum extract**

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

- identify the similarities and differences between values such as caring, compassion and empathy
- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making

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

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

##### **Content description**

AC9HS4S06

##### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

### **Snapshot – Explore ethical perspectives and frameworks**

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

##### **Content description**

AC9HS4S06

##### **Continuum extract**

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

- identify the similarities and differences between values such as caring, compassion and empathy
- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making

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

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

##### **Content description**

AC9HS4S06

##### **Continuum extract**

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

- 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
- describe how ethical perspectives or approaches to ethical issues may vary in different situations

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

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

##### **Content description**

AC9HS4S06

##### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

### **Snapshot – Empathy**

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

### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- 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
- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness

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

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

### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

### **Snapshot – Consider alternatives**

## **Critical and Creative Thinking: Generating: Consider alternatives**

### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

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

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

### **Content description**

AC9HS4S06

#### **Continuum extract**

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

- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions

## **AC9HS4S07**

### **present descriptions and explanations, using ideas from sources and relevant subject-specific terms**

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#### **Elaborations**

- describing the relative of different features in a place by distance and compass direction; for example, the distance from their home to the local waste management site, the route of a navigator
- using accurate and subject-appropriate terms when speaking, writing and illustrating; for example, using historical terms such as “exploration”, “navigation”, , “penal”, “transportation”, “contact” and ; using geographical terms such as “continents”, “countries”, “natural”, , “environments”, , “sustainability”, “consumption”, “waste” and “management”; and using civic terms such as “local”, “decision-making”, , “roles”, “responsibilities”, , and “belonging”

Students learn about:

**present descriptions and explanations, using ideas from sources and relevant subjects**

(AC9HS4S07)

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

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

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Interacting

#### **Writing**

- Creating texts

#### **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

#### **Related content**

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

AC9E4LY06

AC9E4LY07

#### **Resources**

#### **Work Samples**

### **WS01 - Environments and sustainability**

### **WS02 - Diversity of First Nations Australians**

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

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

##### **Content description**

AC9HS4S07

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

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

##### **Comprehension**

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

##### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)

- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## **Snapshot – Interacting**

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

#### **Content description**

AC9HS4S07

#### **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 – Creating texts**

# **Literacy: Writing: Creating texts**

## **Content description**

AC9HS4S07

## **Learning progression extract**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Generic indicators**

- uses tense with variable accuracy throughout the text (see Grammar)
- consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)
- uses a variety of sentence structures and sentence beginnings
- spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)
- uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
- uses articles accurately (e.g. "a", "an", "the") (see Grammar)
- uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

### **Generic indicators**

- maintains appropriate tense throughout the text (see Grammar)
- uses a range of sentences including correctly structured complex sentences (see Grammar)
- spells simple, most complex and some challenging words correctly (see Spelling)
- uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) (see Punctuation)
- writes cohesive paragraphs that develop one main idea

## **Snapshot – Communication**

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

## **Content description**

AC9HS4S07

### **Continuum extract**

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

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

### **Snapshot – Communication**

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

## **Content description**

AC9HS4S07

### **Continuum extract**

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

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

### **Snapshot – Communication**

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

## **Content description**

AC9HS4S07

### **Continuum extract**

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

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication