

(no-code)

causes and effects of changes to the local community, and how people who may be from backgrounds have contributed to these changes

-
-

Elaborations

- exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community, such as transport, entertainment, the natural and built environment, and technologies, has changed over time; for example, from the time of European to the present day
- comparing photographs from the past and present of a specific to identify the change or continuity (similarities and differences over time) associated with people, events or developments, places or
- identifying individuals and groups of backgrounds from the past, who have contributed to the community's economic, social, , civic and environmental development and character
- investigating reasons for change in the local community, why change was brought about and what happened because of it; for example, the change in use of a building, wasteland turning to wetland

Students learn about:

causes and effects of changes to the local community, and how people who may be backgrounds have contributed to these changes

(AC9HS3K01)

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

Analysing

- Interpret concepts and problems

Related content

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

AC9HP4P05

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS3K01

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

AC9HS3K01

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

AC9HS3K01

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

AC9HS3K01

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS3K01

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

AC9HS3K01

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

AC9HS3K01

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

AC9HS3K01

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

AC9HS3K01

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 – Explore the influence of cultures on interactions

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

Content description

AC9HS3K01

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS3K01

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

AC9HS3K02

significant events, symbols and emblems that are important to Australia's and , and how they are celebrated, commemorated or recognised in Australia, including , , , Easter, Christmas, and other religious and festivals

-
-

Elaborations

- identifying and discussing the historical of an important Australian celebration or commemoration, including , , and , as well as significant religious or festivals, such as Easter, Christmas, Lunar New Year, Diwali and Eid
- recognising that people have different points of view on some events that are commemorated and celebrated; for example, some First Nations Australians regard as "Invasion Day" and many non-Christians celebrate Christmas
- generating a list of local, state/territory, national and religious symbols and emblems (for example, the Commonwealth Coat of Arms, the Australian Flag and First Nations Australians' flags, state/territory flags and coats of arms, club emblems, school logos, flags, floral emblems, and religious symbols, such as the Christian cross, the Crescent and Star, and the Magen David), and discussing their , use and significance
- examining the symbolism found in the design and positioning of flags (for example, the Australian flag, First Nations Australians' flags) and recognising special occasions when they are flown (for example, all three flags are flown during , National Reconciliation Week, and Mabo Day)
- examining the roles, and responsibilities the community has when observing protocols around flag flying

Students learn about:

significant events, symbols and emblems that are important to Australia's identity and how they are celebrated, commemorated or recognised in Australia, including ANZAC Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and

(AC9HS3K02)

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

Navigating intercultural contexts

- Consider responses to intercultural contexts

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

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally 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

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

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Navigating intercultural contexts

- Consider responses to intercultural contexts

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 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.

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.

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Consider responses to intercultural contexts

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Social awareness

- Empathy
- Community awareness

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 relationship between cultures and identities

Content description

AC9HS3K02

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 – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts

Content description

AC9HS3K02

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 – Reflect on the relationship between cultures and identities

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

Content description

AC9HS3K02

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

AC9HS3K02

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

AC9HS3K02

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

AC9HS3K02

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

AC9HS3K02

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 – Consider responses to intercultural contexts

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

Content description

AC9HS3K02

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 – Identify, process and evaluate information

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

Content description

AC9HS3K02

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 – Consider responses to intercultural contexts

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

Content description

AC9HS3K02

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS3K02

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

AC9HS3K02

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 – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HS3K02

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

AC9HS3K02

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

AC9HS3K03

the representation of contemporary Australia as states and territories, and as the of First Nations Australians prior to , and the of Australia's neighbouring and countries

-
-

Elaborations

- using geographical tools to locate and name the states and territories in Australia, along with their cities; for example, a globe, wall map or digital source such as an online satellite image
- using a globe or digital source to locate the Pacific Island nations, New Zealand, Papua New Guinea, Timor-Leste, Indonesia and countries relevant to students, labelling them on a map and identifying the direction of each country from Australia
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and a states and territories map of Australia to compare the boundaries of Aboriginal Countries and Torres Strait Islander Places with the surveyed boundaries between Australian states and territories, to gain an appreciation of the different ways Australia can be represented

Students learn about:

the representation of contemporary Australia as states and territories, and as the C of First Nations Australians prior to colonisation, and the locations of Australia's ne regions and countries

(AC9HS3K03)

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

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 .

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

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.

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS3K03

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

AC9HS3K03

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

AC9HS3K03

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

AC9HS3K03

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

AC9HS3K03

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

AC9HS3K03

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

AC9HS3K03

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

AC9HS3K04

the ways First Nations Australians in different parts of Australia are interconnected with

-
-

Elaborations

- explaining that some First Nations Australians have special connections to many ; for example, through marriage, birth, parents, residence and chosen or forced movement, and that First Nations Australians can identify with more than one
- discussing how some people are connected to one Country; for example, because it is “Mother’s” Country or “Father’s” Country
- exploring the ways Australian First Nations Peoples connect to , by reading and viewing poems, songs, paintings and stories from different groups outside the local area

Students learn about:

the ways First Nations Australians in different parts of Australia are interconnected

Country/Place

(AC9HS3K04)

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

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

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 .

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

- Explore the influence of cultures on interactions

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.

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

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.

Inquiring

- Identify, process and evaluate information

Culture

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

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

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.

Resources

Work Samples

WS01 - People and places

Snapshot – Develop multiple perspectives

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

Content description

AC9HS3K04

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

AC9HS3K04

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

AC9HS3K04

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

AC9HS3K04

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

AC9HS3K04

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

AC9HS3K04

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 – Develop multiple perspectives

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

Content description

AC9HS3K04

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

AC9HS3K04

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 – Identify, process and evaluate information

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

Content description

AC9HS3K04

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

Resource – WS01 - People and places

By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.

Students develop questions and locate, collect and record information and data from different

sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. They propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.

AC9HS3K04

the ways First Nations Australians in different parts of Australia are interconnected with

Country/Place

AC9HS3K05

the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features

AC9HS3S02

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

AC9HS3S03

interpret information and data displayed in different formats

AC9HS3S07

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

AC9HS3K05

the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features

-
-

Elaborations

- identifying and locating examples of the main climatic types in Australia and neighbouring countries (for example, equatorial, tropical arid, semi-arid, temperate) and the features of those types and their impact on other natural features
- identifying and describing the similarities and differences between places in Australia and places in neighbouring countries, such as Indonesia and Pacific Island nations, in their natural features; for example, rocks, , bodies of water, , soils, natural and animal life
- investigating differences in the type of housing that people use in different environments
- exploring different types of and classifying them into hierarchical categories, such as isolated dwellings, outstations, villages, towns, centres and large cities
- choosing a place in a neighbouring country, such as Indonesia or Pacific Island nations, to compare with a place in Australia in terms of managed and built features to explore the reasons for similarities and differences

Students learn about:

the similarities and differences between places in Australia and neighbouring countries

their natural, managed and constructed features

(AC9HS3K05)

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

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

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

Knowing Asia and its diversity

- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

Analysing

- Interpret concepts and problems

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

Analysing

- Interpret concepts and problems

Knowing Asia and its diversity

- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

Resources

Work Samples

WS01 - People and places

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS3K05

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

AC9HS3K05

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

AC9HS3K05

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

AC9HS3K05

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

AC9HS3K05

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

AC9HS3K05

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

AC9HS3K05

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

AC9HS3K05

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

AC9HS3K05

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

AC9HS3K05

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

AC9HS3K05

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

AC9HS3K06

who makes , why are important in the school and/or the local community, and the consequences of not being followed

•

-

Elaborations

- developing and justifying a set of fair and consequences for the class
- identifying familiar , how protect the of others, what their responsibilities are to others, and the consequences when are not followed
- exploring who has the authority to make in different contexts (for example, parents, teachers, coaches) and considering why differ across these contexts, such as a school playground, in class, at home, or in sport
- discussing situations where it is not fair to have one rule that treats everyone the same; for example, if some people, such as students with disability, have different or would be unable to follow the
- exploring norms behind some rulemaking; for example, removing shoes before entering places of or religious significance

Students learn about:

who makes rules, why rules are important in the school and/or the local community
consequences of rules not being followed

(AC9HS3K06)

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

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

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
- Draw conclusions and provide reasons

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

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

Responding to ethical issues

- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Explore ethical concepts

Social management

- Leadership

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 management

- Decision-making

Responding to ethical issues

- Explore ethical perspectives and frameworks

Understanding ethical concepts and perspectives

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

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

Related content

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

AC9HP4M08

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K06

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 – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K06

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: Examining responsibilities and ethical norms

Content description

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K06

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

Content description

AC9HS3K06

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 – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9HS3K06

Continuum extract

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

- practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach
- guide and make leadership decisions with a view to how these influence others
- select and use different leadership approaches when acting as a sole leader or leading with others

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspectives and frameworks

Content description

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K06

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 – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HS3K06

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 – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspectives and frameworks

Content description

AC9HS3K06

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 concepts

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

Content description

AC9HS3K06

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: Examine responsibilities and ethical norms

Content description

AC9HS3K06

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 perspectives

Content description

AC9HS3K06

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 relationship between cultures and identities

Content description

AC9HS3K06

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

AC9HS3K06

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

AC9HS3K07

why people participate within communities and how students can actively participate and contribute to communities

-
-

Elaborations

- identifying groups that actively participate in the local community or through a virtual community and exploring their
- exploring how they could participate in a school or community project; for example, raising money for a relevant aid project, such as supporting disadvantaged communities overseas or working to protect a bird habitat
- investigating how an individual's contribution can be recognised; for example, an Order of Australia award
- exploring the motivations of individuals who contribute to communities, such as local community volunteers, leaders and Elders

Students learn about:

why people participate within communities and how students can actively participate to communities

(AC9HS3K07)

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

- Adapt in intercultural exchanges

Social awareness

- Community awareness

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

Social awareness

- Community awareness

Analysing

- Interpret concepts and problems

Social awareness

- Community awareness

Social management

- Collaboration

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

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

Social awareness

- Empathy
- Community awareness

Social management

- Collaboration

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 relationship between cultures and identities

Content description

AC9HS3K07

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

AC9HS3K07

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

AC9HS3K07

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9HS3K07

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 – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HS3K07

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 – 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

AC9HS3K07

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

AC9HS3K07

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 – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HS3K07

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

AC9HS3K07

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 – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HS3K07

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

AC9HS3K07

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS3K07

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

AC9HS3K07

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 – Communicate responsively

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

Content description

AC9HS3K07

Continuum extract

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

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HS3K07

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

AC9HS3K07

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 – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HS3K07

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

AC9HS3K07

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

AC9HS3K07

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

AC9HS3S01

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

-
-

Elaborations

- developing inquiring questions as they investigate; for example, "Why there?" questions about ; "What might happen?" questions about future consequences of natural processes or people's actions in places; and "What ought to happen?" questions or other questions about ethical behaviour, sustainability and preferred futures
- asking probing questions during an investigation (for example, "Why is that so?", "What else do we to know?")
- posing questions to compare such as "How have things changed?" and "How is my house the same or different to one in a neighbouring country?"

Students learn about:

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

(AC9HS3S01)

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

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HS3S01

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

AC9HS3S01

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

AC9HS3S01

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

AC9HS3S01

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

AC9HS3S01

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

AC9HS3S02

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

-
-

Elaborations

- locating sources suited to learning about the past, such as photographs, interviews, newspapers, digital media, stories, cemetery observations, interviews with older people, and maps, including those online
- collecting information in the field; for example, taking photographs, making sketches or collecting natural objects, or interviewing or surveying people to seek information about feelings, preferences, perspectives and actions
- gathering information from maps, aerial photographs, satellite images or digital application objects, to support the investigation of the natural, managed and constructed
- sequencing information about local people and events in to show change
- acquiring geographical information from schools in geographically contrasting parts of Australia and neighbouring countries and recording that information by constructing and annotating maps, using the appropriate , including map symbols, title and north point
- creating tables or picture and column graphs to show patterns in collected from class vote on participation in community activities

Students learn about:

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

(AC9HS3S02)

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

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Investigating

- Locate information
- Acquire and collate data

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.

AC9E3LY01

AC9M3SP02

AC9M3ST01

AC9M3ST02

AC9M3ST03

AC9S3I03

AC9S3I04

AC9TDI4K03

Resources

Work Samples

WS01 - People and places

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS3S02

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

AC9HS3S02

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

AC9HS3S02

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

AC9HS3S02

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

AC9HS3S02

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

AC9HS3S02

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 concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS3S02

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

AC9HS3S02

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

AC9HS3S02

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

AC9HS3S02

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 – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9HS3S02

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

AC9HS3S02

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

AC9HS3S02

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

AC9HS3S02

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

AC9HS3S02

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 - People and places

By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.

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

AC9HS3K04

the ways First Nations Australians in different parts of Australia are interconnected with Country/Place

AC9HS3K05

the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features

AC9HS3S02

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

AC9HS3S03

interpret information and data displayed in different formats

AC9HS3S07

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

AC9HS3S03

interpret information and displayed in different formats

-
-

Elaborations

- distinguishing between fiction and non-fiction texts in relation to representation of places, environments and past events
- interpreting to describe the temperature and rainfall for a place in Australia and a place in a neighbouring country
- interpreting information about the number of parents that volunteer at the school and why they may choose to contribute in this way
- interpreting to identify patterns of change over time: for example, examine building dates to make inferences about changing designs and materials used
- using maps, ground and aerial photographs, and a digital source such as online satellite images to identify, locate and describe features, including the interpretation of cartographic information such as titles, map symbols, north point and compass direction

Students learn about:

interpret information and data displayed in different formats

(AC9HS3S03)

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Related content

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

AC9E3LY05

AC9M3SP02

AC9M3ST01

AC9M3ST02

AC9M3ST03

Resources

Work Samples

WS01 - People and places

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS3S03

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

AC9HS3S03

Learning progression extract

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

content.

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS3S03

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

AC9HS3S03

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

AC9HS3S03

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 – Identify, process and evaluate information

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

Content description

AC9HS3S03

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

AC9HS3S03

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

AC9HS3S03

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

AC9HS3S04

analyse information and , and identify perspectives

-
-

Elaborations

- comparing information in different sources to identify evidence of change; for example, images and maps of the local area over time
- comparing different accounts of historic events to determine the effects of changes; for example, how the development of local farming or industry impacted on people and the environment
- analysing information collected from interviews with different people, such as children, teachers, coaches and community members, about and how decisions are made
- using 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 the local area

Students learn about:

analyse information and data, and identify perspectives

(AC9HS3S04)

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

Inquiring

- Identify, process and evaluate information

Responding to ethical issues

- Making and reflecting on ethical decisions

Social awareness

- Community awareness

Inquiring

- Identify, process and evaluate information

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HS3S04

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 – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HS3S04

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

AC9HS3S04

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

AC9HS3S04

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

AC9HS3S04

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

AC9HS3S04

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

AC9HS3S04

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

AC9HS3S05

draw conclusions based on analysis of information

-
-

Elaborations

- reaching conclusions about how their place and community have changed and developed based on an analysis of and information related to , local changes in plant and animal species, historic events or celebrations
- drawing conclusions about the preservation of unique features of the natural environment
- drawing conclusions about the ways people are connected with places, and the similarities and differences of places in Australia and those of neighbouring countries

Students learn about:

draw conclusions based on analysis of information

(AC9HS3S05)

General capabilities and cross-curriculum priorities

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

Writing

- Creating texts

Reading and viewing

- Understanding texts

Analysing

- Draw conclusions and provide reasons

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Analysing

- Draw conclusions and provide reasons

Futures

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

Analysing

- Draw conclusions and provide reasons

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9HS3S05

Learning progression extract

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HS3S05

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 – Draw conclusions and provide reasons

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

Content description

AC9HS3S05

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 – Draw conclusions and provide reasons

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

Content description

AC9HS3S05

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 – Reflect on the relationship between cultures and identities

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

Content description

AC9HS3S05

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 – Draw conclusions and provide reasons

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

Content description

AC9HS3S05

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 – Draw conclusions and provide reasons

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

Content description

AC9HS3S05

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

AC9HS3S06

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

-
-

Elaborations

- contributing ideas to a group response to a community challenge; for example, ways their class or school could contribute to recycling or conserving energy
- considering anticipated effects of actions designed to protect and improve places that people perceive as important, such as places of environmental, or religious value, or historic significance
- developing a plan of action to achieve a set goal; for example, to protect a place, to participate in a community festival or commemoration, to raise awareness about an issue, to raise money for a
- arguing a point of view on a and issue relevant to their lives (for example, the consequences of breaking school , the value of contributing to their community, the to preserve an endangered species) and making effective use of persuasive language such as “I think” and “I dis/agree that” to gain the support of others

Students learn about:

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

(AC9HS3S06)

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

Analysing

- Draw conclusions and provide reasons

Responding to ethical issues

- Explore ethical perspectives and frameworks

- Making and reflecting on ethical decisions

Analysing

- Draw conclusions and provide reasons

Social awareness

- Community awareness

Analysing

- Draw conclusions and provide reasons

Responding to ethical issues

- Making and reflecting on ethical decisions

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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

AC9HS3S06

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 – Draw conclusions and provide reasons

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

Content description

AC9HS3S06

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 – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HS3S06

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 – Draw conclusions and provide reasons

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

Content description

AC9HS3S06

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 issues

Content description

AC9HS3S06

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

AC9HS3S07

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

-
-

Elaborations

- selecting ideas from sources such as graphs, tables, timelines, photographs and pictures
- using appropriate terms when speaking, writing and illustrating; for example, historical terms such as “immigration”, “exploration”, “development”, , “naming days of commemoration” and “emblems”; geographical terms such as , “environment”, “natural” and “constructed”; and terms such as “community”, “decision-making” and “participation”

Students learn about:

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

(AC9HS3S07)

General capabilities and cross-curriculum priorities

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

Writing

- Creating texts

Reading and viewing

- Understanding texts

Speaking and listening

- Interacting

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.

AC9E3LY06

AC9E3LY07

Resources

Work Samples

WS01 - People and places

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9HS3S07

Learning progression extract

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HS3S07

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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9HS3S07

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HS3S07

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

AC9HS3S07

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

AC9HS3S07

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