**(no-code)**

**explore how familiar , and are designed by people**

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**Elaborations**

• identifying how First Nations Australians have long designed and produced domestic items including clothing, tools and shelter, for example the Lamalama Peoples of the eastern Cape York Peninsula weave the reddish coloured from Acacia latifolia alternately with white coloured from Brachychiton diversifolium to produce a striped woven bag

• exploring how local delivery meet different needs of people, for example describing how gift packages can be sent to and from people who live in different locations and how online shopping items arrive at a person's home

• exploring how an such as a local playground may have shade structures to protect users and be designed to allow access for all

• describing how community gardens, public swimming pools and parks are designed to help people stay healthy

• asking questions about the design of from the local store, for example why certain packaging materials might have been selected, and how people design the text and images on the packaging to attract people's attention

Students learn to:

# explore how familiar products, services and environments are designed by people

(AC9TDEFK01)

## General capabilities and cross-curriculum priorities

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

### Analysing

• Interpret concepts and problems

### 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 .

### People

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

### Analysing

• Interpret concepts and problems

### Analysing

• Interpret concepts and problems

### Analysing

• Interpret concepts and problems

### Social awareness

• Community awareness

### Inquiring

• Develop questions

## Related content

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

AC9HSFK03

## Snapshot – Interpret concepts and problems

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

#### Content description

AC9TDEFK01

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other

## Snapshot – Interacting

# Literacy: Speaking and listening: Interacting

### Content description

AC9TDEFK01

### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• shares simple ideas with peers
• responds to questions in class discussion using non-verbal responses (e.g. nodding)
• listens without interrupting (see Listening)
• uses home language or dialect to interact with familiar peers and adults
• contributes simple ideas and opinions to class or small group discussions
• shows signs of active listening, by sustaining attention across a short, spoken text
• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
• uses appropriate language or dialect to interact with speakers of the same language
• 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

## Snapshot – Interpret concepts and problems

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

### Content description

AC9TDEFK01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other

## Snapshot – Interpret concepts and problems

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

### Content description

AC9TDEFK01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other

## Snapshot – Interpret concepts and problems

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

### Content description

AC9TDEFK01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other

## Snapshot – Community awareness

# Personal and Social capability: Social awareness: Community awareness

### Content description

AC9TDEFK01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify different groups within their community
• describe the ways they are connected, and can contribute to their community groups
• describe how they contribute to their communities and how others care for and assist them

**Snapshot – Develop questions**

## Critical and Creative Thinking: Inquiring: Develop questions

### Content description

AC9TDEFK01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed reflect their curiosity about the world
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation

# AC9TDEFP01

**generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose**

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## Elaborations

• identifying a purpose for designing and making a solution, for example the sand keeps blowing out of the sandpit, the birds keep flying into the waste bin and taking food scraps or people with disability need to know where they can park at school
• exploring ideas by drawing or and choosing the most suitable idea, for example drawing or designs for bee hotels to attract native bees to the school garden and choosing one to make, and changing perspectives from front view to
• evaluating what they have made using personal preferences, for example using a smiley face Likert scale
• exploring how available materials can be used or re-used in construction , for example using blocks and rain gutters or cardboard to make a ramp to roll a ball or toy car down
• practising a range of technical skills safely using equipment, for example joining techniques when making a from materials, such as a greenhouse to keep a seedling warm or a trellis for holding up tomato plants
• assembling components of systems and checking they function as planned, for example making and testing a bowling, stacking or obstacle game with discarded food containers or packaging
Students learn to:

# generate, communicate and evaluate design ideas, and use materials, equipment an make a solution for a purpose

(AC9TDEFP01)
### General capabilities and cross-curriculum priorities
This content description connects to the following general capabilities and cross-curriculum priorities.
### Analysing
• Evaluate actions and outcomes
### Generating
• Create possibilities
• Consider alternatives
• Put ideas into action
### Speaking and listening
• Interacting
### Elaborations
Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

**Analysing**

• Interpret concepts and problems

**Analysing**

• Interpret concepts and problems

**Measurement and geometry**

• Positioning and locating

• Understanding geometric properties

**Design**

• Creative and innovative design is integral to the identification of new ways of sustainable living.

**Analysing**

• Evaluate actions and outcomes

**Analysing**

• Interpret concepts and problems

**Generating**

• Put ideas into action

**Analysing**

• Interpret concepts and problems

**Generating**

• Put ideas into action

**Related content**

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

AC9MFSP01

AC9MFSP02

## Resources

## Work Samples

# WS01 - Little pig's house (design and construction)

## Snapshot – Evaluate actions and outcomes

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

#### Content description

AC9TDEFP01

#### Continuum extract

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

• evaluate whether they are satisfied with the outcome of tasks or actions

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

## Snapshot – Create possibilities

### Critical and Creative Thinking: Generating: Create possibilities

#### Content description

AC9TDEFP01

#### Continuum extract

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

• use imagination to create possibilities by exploring and connecting ideas in ways that are new to them

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

## Snapshot – Consider alternatives

### Critical and Creative Thinking: Generating: Consider alternatives

#### Content description

AC9TDEFP01

#### Continuum extract

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

• consider alternatives by suggesting a different way to approach a given task or problem

• consider alternatives and explore different or creative ways to approach a task or problem

**Snapshot – Put ideas into action**

## Critical and Creative Thinking: Generating: Put ideas into action

### Content description

AC9TDEFP01

### Continuum extract

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

• put ideas into action through trial-and-error experiences

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

**Snapshot – Interacting**

## Literacy: Speaking and listening: Interacting

### Content description

AC9TDEFP01

### Learning progression extract

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

• shares simple ideas with peers

• responds to questions in class discussion using non-verbal responses (e.g. nodding)

• listens without interrupting (see Listening)

• uses home language or dialect to interact with familiar peers and adults

• contributes simple ideas and opinions to class or small group discussions

• shows signs of active listening, by sustaining attention across a short, spoken text

• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)

• uses appropriate language or dialect to interact with speakers of the same language

• 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

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9TDEFP01

### Continuum extract

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

• identify the main parts of a concept or problem

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

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9TDEFP01

### Continuum extract

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

• identify the main parts of a concept or problem

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

**Snapshot – Positioning and locating**

## Numeracy: Measurement and geometry: Positioning and locating

### Content description

AC9TDEFP01

### Learning progression extract

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

**Position to self**

• locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")

• orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)

• follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")

**Position to other**

• uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")

• interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")

• gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

## Snapshot – Understanding geometric properties

# Numeracy: Measurement and geometry: Understanding geometric properties

## Content description

AC9TDEFP01

## Learning progression extract

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

### Familiar shapes and objects

• uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)

• locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)

• names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

### Angles

• identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

### Features of shapes and objects

• identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)

• sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 3 3 sides; a sphere is round like a ball)

### Transformations

• identifies features of shapes and objects of different sizes and in different orientations in the environment  (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)

• explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

### Angles

• identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 4 4 angles in a square)

## Snapshot – Evaluate actions and outcomes

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

## Content description

AC9TDEFP01
## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate whether they are satisfied with the outcome of tasks or actions
• evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions

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

### Content description

AC9TDEFP01
## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other

**Snapshot – Put ideas into action**
## Critical and Creative Thinking: Generating: Put ideas into action

### Content description

AC9TDEFP01
## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results

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

### Content description

AC9TDEFP01
## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other

**Snapshot – Put ideas into action**
## Critical and Creative Thinking: Generating: Put ideas into action

### Content description

AC9TDEFP01
## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results

**Resource – WS01 - Little pig's house (design and construction)**


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