(no-code)

identify and explore and their for a purpose

•

Elaborations

• exploring to better understand how they are used to provide communities with essential services, for example looking at the systems and that allow First Nations Australians in communities classified as remote to watch their favourite television■shows

• naming and using that they interact with at home and school, for example using a touchpad to move the cursor on a laptop, or the keyboard to type a simple message on a

• using different to explore what they do and how to use them, for example selecting the camera icon allows them to take photos of things that are a familiar shape

Students learn to:

identify and explore digital systems and their components for a purpose

(AC9TDI2K01)

General capabilities and cross-curriculum priorities

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

Managing and operating

• Select and operate tools

Elaborations

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

Managing and operating

• Select and operate tools

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.

Managing and operating

• Select and operate tools

Managing and operating

• Select and operate tools

Resources

Work Samples

WS01 - Organising ideas: My school

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2K01

Continuum extract

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

• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
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• attempt to solve a problem individually and with peers before seeking help

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2K01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
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• 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

Resource – WS01 - Organising ideas: My school

By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They represent and process data in different ways and follow and describe basic algorithms involving a sequence of steps and branching to show how simple digital solutions meet a need for known users. For each of the 2 prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online.

By the end of Year 2 students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online.

AC9TDI2K01

identify and explore digital systems and their components for a purpose
AC9TDI2K02

represent data as pictures, symbols, numbers and words
AC9TDI2P04

use the basic features of common digital tools to create, locate and communicate content
AC9TDI2P05

use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults

AC9TDI2K02

as pictures, symbols, numbers and words

•

•

Elaborations

• recognising that letter combinations represent different phonemes and that words are spelled the same way regardless of the accent of the speaker

• recognising the equivalence of different representations of numbers, including words, digits and tally marks

• recognising that pictures in First Nations Australians' seasonal calendars are used to represent and communicate , such as how the appearance of a flower can signify a connected event or a resource availability, for example how the Gulumoerrgin Peoples from the Darwin region of the Northern Territory understand that the fruiting of freshwater mangrove signifies it is time to harvest magpie geese

Students learn to:
represent data as pictures, symbols, numbers and words

(AC9TDI2K02)
General capabilities and cross-curriculum priorities

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

• Interpret data
Statistics and probability

• Interpreting and representing data
Elaborations

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

• Interpret data
Number sense and algebra

• Number and place value
Statistics and probability

• Interpreting and representing data
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.
Related content

This content description can be taught with the following content descriptions from other learning areas.
AC9HS1S02
AC9HS2S02
AC9M1ST01

AC9M2ST01
AC9S2I04
Resources
Work Samples
WS01 - Organising ideas: My school
Snapshot – Interpret data
Digital Literacy: Investigating: Interpret data
Content description
AC9TDI2K02
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore sorting data and information provided as part of learning experiences
• classify and group data using digital familiar tools to answer simple questions
• organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
Snapshot – Interpreting and representing data
Numeracy: Statistics and probability: Interpreting and representing data
Content description
AC9TDI2K02
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
Emergent data collection and representation
• poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer)
• displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size)
• sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour)
• identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")
Basic one-to-one data displays
• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
• displays and describes one variable data in lists or tables
• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)
• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)
Collecting, displaying and interpreting categorical data
• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)
• displays and interprets categorical data in one-to-many data displays
• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays
• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9TDI2K02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore sorting data and information provided as part of learning experiences
• classify and group data using digital familiar tools to answer simple questions
• organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions

Snapshot – Number and place value

Numeracy: Number sense and algebra: Number and place value

Content description

AC9TDI2K02

Learning progression extract

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

Numeral recognition and identification

• identifies, names, writes and interprets numerals up to 20 20 2 0 (e.g. when shown the numerals 4 , 17 , 9 4, 17, 9 4 , 1 7 , 9 and 16 16 1 6 and asked, "which is 16 16 1 6 ?", points to the numeral 16 16 1 6 or when shown the numeral 17 17 1 7 says its correct name; when role-playing simple money transactions, counts out 9 9 9 one-dollar coins to pay for an item that costs $ 9 \$9 $ 9
• identifies and uses the 1 – 9 1–9 1 – 9 repeating sequence in the writing of teen numerals
• identifies a whole quantity as the result of recognising smaller quantities up to 20 20 2 0 (e.g. uses part-part-whole knowledge of numbers to solve problems)

Developing place value

• orders numbers from 1 – 20 1–20 1 – 2 0 (e.g. determines the largest number from a group of numbers in the range from one to 20 20 2 0 ; students are allocated a number between one and 20 20 2 0 and asked to arrange themselves in numerical order)
• represents and describes teen numbers as 10 10 1 0 and some more (e.g. 16 16 1 6 is 10 10 1 0 and 6 6 6 more; uses ten-frames to represent teen numbers)

Numeral recognition and identification

• identifies, names, writes and interprets numerals up to and beyond 100 100 1 0 0 (e.g. is shown the numerals 70 , 38 , 56 70, 38, 56 7 0 , 3 8 , 5 6 and 26 26 2 6 and when asked "which is 38 38 3 8 ?", identifies the numeral 38 38 3 8 ; writes 18 , 81 18, 81 1 8 , 8 1 and 108 108 1 0 8 with the digits in the correct position; compares the class sizes in a particular year level to determine which class has the greatest number of students)
• identifies the 1 – 9 1-9 1 – 9 repeating sequence of digits, both in and between the decade numerals to order numbers and to predict the number that comes before or after another number (e.g. uses hundreds charts or vertical number lists)
• identifies zero as both a number and a placeholder for reading and writing larger numerals, denoted by the numeral 0 0 0

Place value

• uses knowledge of place value to order numbers represented as numerals within the range of zero to at least 100 100 1 0 0 (e.g. locates the number 21 21 2 1 on a number line between 20 20 2 0 and 22 22 2 2 ; re-orders a set of numerals from least to greatest)
• represents and renames two-digit numbers as counts of tens and ones (e.g. 68 68 6 8 is 6 6 6 tens and 8 8 8 ones, 68 68 6 8 ones, or 60 + 8 60 + 8 6 0 + 8 ; uses physical or virtual materials such as bundles of 10 10 1 0 tooth picks or base 10 10 1 0 blocks)

Numeral recognition and identification

• identifies, names, writes and interprets a numeral from a range of numerals up to 1000 1000 1 0 0 0 (e.g. is shown the numerals 70 , 318 , 576 70, 318, 576 7 0 , 3 1 8 , 5 7 6 and 276 276 2 7 6 and when asked "which is 276 276 2 7 6 ?'" identifies 276 276 2 7 6 ; compares the number of kilojoules

in different energy drinks by reading the dietary information)

Place value

• orders and flexibly renames three-digit numbers according to their place value (e.g. 247 247 2 4 7 is 2 2 2 hundreds, 4 4 4 tens and 7 7 7 ones or 2 2 2 hundreds and 47 47 4 7 ones or 24 24 2 4 tens and 7 7 7 ones)

• applies an understanding of zero in place value notation when reading and writing numerals that include internal zeros (e.g. says 807 807 8 0 7 as 8 8 8 hundred and 7 7 7 or 80 80 8 0 tens and 7 7 7 ones, not 80 80 8 0 and 7 7 7)

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9TDI2K02

Learning progression extract

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

Emergent data collection and representation

• poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer)

• displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size)

• sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour)

• identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)

• displays and describes one variable data in lists or tables

• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)

• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)

• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)

• displays and interprets categorical data in one-to-many data displays

• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays

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

AC9TDI2P01

investigate simple problems for known users that can be solved with

•

•

Elaborations

• investigating internet-based translation tools and how similar could promote the use of First Nations Australians' languages or assist communications, for example responding to cultural stories of Australian First Nations Peoples

• investigating familiar and easily understood problems with few complications or steps needed to

solve them, for example deciding what to wear by checking the forecast on a weather

• identifying how are used to solve problems at school, for example taking attendance or borrowing a library book

• exploring how a familiar problem could be solved using a robot, for example creating a robot using cardboard boxes and explaining how it could be used to clean up the classroom floor at the end of the day

Students learn to:

investigate simple problems for known users that can be solved with digital system

(AC9TDI2P01)

General capabilities and cross-curriculum priorities

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

Reflecting

• Transfer knowledge

Managing and operating

• Select and operate tools

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

• Transfer knowledge

Culture

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

Reflecting

• Transfer knowledge

Reflecting

• Transfer knowledge

Reflecting

• Transfer knowledge

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9TDI2P01

Continuum extract

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

• connect ideas and information between familiar learning experiences

• use ideas and information from a previous experience to inform similar learning experiences

• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2P01

Continuum extract

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

• use simple digital tools to explore tasks and consolidate learning

• seek help when encountering a problem

• use familiar digital tools to complete tasks and consolidate learning

• attempt to solve a problem before seeking help

• select and use a range of digital tools to complete tasks

• attempt to solve a problem individually and with peers before seeking help

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9TDI2P01

Continuum extract

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

AC9TDI2P02

follow and describe involving a sequence of steps, (decisions) and (repetition)
•
•

Elaborations

• following a short, ordered sequence of steps and making decisions to solve a simple problem, for example follow a recipe or directions to reach a location
• describing the steps and decisions (in the correct order) needed to solve a simple problem, for example writing, saying, drawing or photographing the steps needed to make a sandwich
• rearranging into the correct order a series of mixed-up pictures that describe a story, for example stories authored and published by First Nations Australians

• identifying the steps needed to solve a problem, and understanding when their order is important, for example socks must be put on before shoes but a jumper can be put on before or after shoes

• identifying the decisions needed to solve a problem and the next steps to follow in each case, for example if it is raining, take a raincoat, otherwise take a hat

• following that repeat a single step a fixed number of times, for example practise spelling a word 5 times or throw and catch a ball with a partner 10 times

Students learn to:

follow and describe algorithms involving a sequence of steps, branching (decisions (repetition)

(AC9TDI2P02)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Measurement and geometry

• Positioning and locating

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

Analysing

• Interpret concepts and problems

Culture

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

Analysing

• Interpret concepts and problems

Measurement and geometry

• Measuring time

Number sense and algebra

• Multiplicative strategies

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Number sense and algebra

• Multiplicative strategies

• Number patterns and algebraic thinking

Related content

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

AC9M1A02
AC9M1SP02
AC9M2SP02

Resources

Work Samples

WS02 - Human robot programming - programmieren lernen

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

Content description

AC9TDI2P02

Continuum extract

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

Snapshot – Positioning and locating
Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9TDI2P02

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")

Using informal maps and plans

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

AC9TDI2P02
Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDI2P02
Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDI2P02
Continuum extract

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

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9TDI2P02
Learning progression extract

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

Sequencing time

• uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")
• applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")
• uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)
• measures time duration by counting and using informal units (e.g. counts to 30 30 3 0 while children hide when playing hide and seek)

Units of time

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

Snapshot – Multiplicative strategies

Numeracy: Number sense and algebra: Multiplicative strategies

Content description

AC9TDI2P02

Learning progression extract

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

Figurative (imagined units)

• uses perceptual markers to represent concealed quantities of equal amounts to determine the total number of items (e.g. to count how many whiteboard markers are in 4 4 4 packs, knows they come in packs of 5 5 5 and counts the number of markers as 5 , 10 , 15 , 20 5, 10, 15, 20 5 , 1 0 , 1 5 , 2 0)

Repeated abstract composite units

• uses composite units in repeated addition using the unit a specified number of times (e.g. interprets " 4 4 4 lots of 3 3 3 " additively and calculates 3 + 3 + 3 + 3 3 + 3 + 3 + 3 3 + 3 + 3 + 3 answering " 12 12 1 2 ")

• uses composite units in repeated subtraction using the unit a specified number of times (e.g. when asked "how many groups of 4 4 4 can be formed from our class of 24 24 2 4 ?", repeatedly takes away 4 4 4 from 24 24 2 4 and counts the number of times this can be done. Says " 20 , 16 , 12 , 8 , 4 20, 16, 12, 8, 4 2 0 , 1 6 , 1 2 , 8 , 4 and zero so we can form 6 6 6 groups of 4 4 4 ")

Coordinating composite units

• identifies and represents multiplication in various ways and solves simple multiplicative problems using these representations (e.g. represents multiplication as equal groups and arrays)

• identifies and represents division in various ways such as sharing division or grouping division (e.g. to share a carton of 12 12 1 2 eggs equally between 4 4 4 people, draws 12 12 1 2 dots and circles 3 3 3 groups of 4 4 4 with 3 3 3 in each share)

• identifies and represents multiplication and division abstractly using the symbols × \times × and ÷ ÷ ÷ (e.g. represents 3 3 3 groups of 4 4 4 as 3 × 4 3 \times 4 3 × 4 ; uses 9 ÷ 3 9 ÷ 3 9 ÷ 3 to represent 9 9 9 pieces of fruit being equally shared by 3 3 3 people)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDI2P02

Continuum extract

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

Snapshot – Interpret concepts and problems

Snapshot – Multiplicative strategies

Numeracy: Number sense and algebra: Multiplicative strategies

Content description

AC9TDI2P02

Learning progression extract

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

Figurative (imagined units)

• uses perceptual markers to represent concealed quantities of equal amounts to determine the total number of items (e.g. to count how many whiteboard markers are in 4 4 4 packs, knows they come in packs of 5 5 5 and counts the number of markers as 5 , 10 , 15 , 20 5, 10, 15, 20 5 , 1 0 , 1 5 , 2 0)

Repeated abstract composite units

• uses composite units in repeated addition using the unit a specified number of times (e.g. interprets " 4 4 4 lots of 3 3 3 " additively and calculates 3 + 3 + 3 + 3 3 + 3 + 3 + 3 3 + 3 + 3 + 3 answering " 12 12 1 2 ")

• uses composite units in repeated subtraction using the unit a specified number of times (e.g. when asked "how many groups of 4 4 4 can be formed from our class of 24 24 2 4 ?", repeatedly takes away 4 4 4 from 24 24 2 4 and counts the number of times this can be done. Says " 20 , 16 , 12 , 8 , 4 20, 16, 12, 8, 4 2 0 , 1 6 , 1 2 , 8 , 4 and zero so we can form 6 6 6 groups of 4 4 4 ")

Coordinating composite units

• identifies and represents multiplication in various ways and solves simple multiplicative problems using these representations (e.g. represents multiplication as equal groups and arrays)

• identifies and represents division in various ways such as sharing division or grouping division (e.g. to share a carton of 12 12 1 2 eggs equally between 4 4 4 people, draws 12 12 1 2 dots and circles 3 3 3 groups of 4 4 4 with 3 3 3 in each share)

• identifies and represents multiplication and division abstractly using the symbols × \times × and ÷ ÷ ÷ (e.g. represents 3 3 3 groups of 4 4 4 as 3 × 4 3 \times 4 3 × 4 ; uses 9 ÷ 3 9 ÷ 3 9 ÷ 3 to represent 9 9 9 pieces of fruit being equally shared by 3 3 3 people)

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9TDI2P02

Learning progression extract

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

Recognises patterns

• identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)

• identifies "same" and "different" in comparisons

• copies simple patterns using shapes and objects

• identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

• identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)

• continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3 1,2,3, 1,2,3, 1,2,3 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3)

• identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials

• determines a missing element within a pattern involving shapes, physical or virtual materials

• conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

• represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as 4 , 7 , 10 , 13 4, 7, 10, 13 4 , 7 , 1 0 , 1 3 ...)

• describes rules for replicating or continuing growing patterns where the difference between each

successive term is the same (e.g. to determine the next number in the pattern 3 , 6 , 9 , 12 3, 6, 9, 12 3 , 6 , 9 , 1 2 … you add 3 3 3 ; for 20 , 15 , 10 20, 15, 10 2 0 , 1 5 , 1 0 … the rule is described as each term is generated by subtracting 5 5 5 from the previous term)

Relational thinking

• uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to 5 + 3 5 + 3 5 + 3 , responds 6 + 2 6 + 2 6 + 2 and then writes 5 + 3 = 6 + 2 5 + 3 = 6 + 2 5 + 3 = 6 + 2

• solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. 3 + 3\space + \space 3 + ? = 5 = 5 = 5 and knowing 5 − 3 = 2 5 \space− \space3 = 2 5 − 3 = 2 then ? must be 2 2 2)

Resource – WS02 - Human robot programming - programmieren lernen

By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They represent and process data in different ways and follow and describe basic algorithms involving a sequence of steps and branching to show how simple digital solutions meet a need for known users. For each of the 2 prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online.

By the end of Year 2 students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online.

AC9TDI2P02

follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition)

AC9TDI2P03

discuss how existing satisfy identified needs for known users

•

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Elaborations

• describing how familiar meet the needs of individuals, for example how different family members use a for different needs – to play videos, read the news or follow a recipe

• discussing how we use to store and access information, and how that information helps us learn about our environment, interactions and leisure activities, for example how interactive versions of stories authored and published by First Nations Australians preserve important cultural expressions

• sharing ideas about how are used at school for learning, for example sharing a student's work with the class on an interactive display screen to provide class feedback on their writing

• sharing and describing ways that common can be used to meet communication needs, for example can be used as phones and tools for communication between families living in different locations

Students learn to:

discuss how existing digital systems satisfy identified needs for known users

(AC9TDI2P03)

General capabilities and cross-curriculum priorities

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

Managing and operating

• Select and operate tools
Social management

• Communication
Elaborations

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

Reflecting

• Transfer knowledge
Social management

• Communication
Social management

• Communication
Social management

• Communication
Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2P03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help
Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9TDI2P03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9TDI2P03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• connect ideas and information between familiar learning experiences
• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9TDI2P03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9TDI2P03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

AC9TDI2P04

use the basic of common to create, locate and communicate content

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Elaborations

- using familiar to create content with others, for example using presentation to retell a story
- taking, storing safely and presenting photos of class work, for example locating photos they took of their work to show to parents or carers or for the teacher to upload to the class shared folder
- finding images of (local) Australian flora and fauna or places for use in a story and including First Nations Australians' names for the items
- using a camera or drawing to create a picture, for example making a card for a family member that includes a photo and short message
- creating individual pieces of work that contribute to a group task, for example each student contributes a recipe and photo of their favourite food to create a class recipe book

Students learn to:

use the basic features of common digital tools to create, locate and communicate c

(AC9TDI2P04)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

- Create, communicate and collaborate

Investigating

- Locate information

Managing and operating

- Select and operate tools

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 .

Creating and exchanging

• Create, communicate and collaborate

Managing and operating

• Select and operate tools

Managing and operating

• Manage content

Investigating

• Locate information

Culture

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

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.

Creating and exchanging

• Create, communicate and collaborate

Managing and operating

• Select and operate tools

Creating and exchanging

• Create, communicate and collaborate

Resources

Work Samples

WS01 - Organising ideas: My school

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI2P04

Continuum extract

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

• use simple digital tools to create content

• experiment with the features of familiar digital tools to create content

• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9TDI2P04

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2P04

Continuum extract

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

• use simple digital tools to explore tasks and consolidate learning

- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9TDI2P04

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 – Create, communicate and collaborate

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

Content description

AC9TDI2P04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2P04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks

• attempt to solve a problem individually and with peers before seeking help

Snapshot – Manage content

Digital Literacy: Managing and operating: Manage content

Content description

AC9TDI2P04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• save and retrieve content in an app
• save and retrieve content with an agreed name
• save and retrieve content in agreed locations with an appropriate name

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9TDI2P04

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI2P04

Continuum extract

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2P04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI2P04

Continuum extract

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

Resource – WS01 - Organising ideas: My school

By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They represent and process data in different ways and follow and describe basic algorithms involving a sequence of steps and branching to show how simple digital solutions meet a need for known users. For each of the 2 prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online.

By the end of Year 2 students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online.

AC9TDI2K01

identify and explore digital systems and their components for a purpose
AC9TDI2K02

represent data as pictures, symbols, numbers and words
AC9TDI2P04

use the basic features of common digital tools to create, locate and communicate content
AC9TDI2P05

use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults
AC9TDI2P05

use the basic of common to share content and collaborate demonstrating agreed behaviours, guided by

•

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Elaborations

• taking and sharing photos of class work with parents or carers using classroom messaging
with teacher guidance
• applying agreed standards of behaviour when sharing content with classmates, for example using
language that is considered by all students and the teacher to be appropriate when they are writing
messages to each other
• considering the need for online safety when sharing information, for example recognising that
personal information such as a photo can be used inappropriately
Students learn to:
use the basic features of common digital tools to share content and collaborate den

behaviours, guided by trusted adults

(AC9TDI2P05)
General capabilities and cross-curriculum priorities

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

• Create, communicate and collaborate
Practising digital safety and wellbeing

• Manage online safety

Managing and operating

• Manage content

• Protect content

• Select and operate tools

Social management

• Communication

• Collaboration

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 .

Creating and exchanging

• Create, communicate and collaborate

Managing and operating

• Select and operate tools

Social management

• Communication

Practising digital safety and wellbeing

• Manage online safety

Social management

• Collaboration

Practising digital safety and wellbeing

• Manage online safety

Social management

• Communication

Resources

Work Samples

WS01 - Organising ideas: My school

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI2P05

Continuum extract

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

• use simple digital tools to create content

• experiment with the features of familiar digital tools to create content

• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

Snapshot – Manage online safety

Digital Literacy: Practising digital safety and wellbeing: Manage online safety

Content description

AC9TDI2P05

Continuum extract

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

• use online tools that are safe or only under direct supervision, seeking help from trusted adults when feeling unsafe

• use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe

• report negative or harmful online behaviour by seeking help from trusted adults

Snapshot – Manage content

Digital Literacy: Managing and operating: Manage content

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- save and retrieve content in an app
- save and retrieve content with an agreed name
- save and retrieve content in agreed locations with an appropriate name

Snapshot – Protect content

Digital Literacy: Managing and operating: Protect content

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- save and access content in their individual school account
- save and access content in shared folders using their individual school account

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and

collaborate with peers and trusted adults

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Manage online safety

Digital Literacy: Practising digital safety and wellbeing: Manage online safety

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use online tools that are safe or only under direct supervision, seeking help from trusted adults when feeling unsafe
- use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe
- report negative or harmful online behaviour by seeking help from trusted adults

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Manage online safety

Digital Literacy: Practising digital safety and wellbeing: Manage online safety

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use online tools that are safe or only under direct supervision, seeking help from trusted adults when feeling unsafe
- use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe

• report negative or harmful online behaviour by seeking help from trusted adults

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9TDI2P05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

AC9TDI2P06

access their school account with a recorded username and password

•

Elaborations

• using username and password recorded in a private place to access a , for example logging into a school computer using details given on a card by the teacher

Students learn to:

access their school account with a recorded username and password

(AC9TDI2P06)

General capabilities and cross-curriculum priorities

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

Practising digital safety and wellbeing

• Manage digital privacy and identity

Managing and operating

• Protect content
• Select and operate tools

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 .

Practising digital safety and wellbeing

• Manage digital privacy and identity

Managing and operating

• Protect content
• Select and operate tools

Snapshot – Manage digital privacy and identity

Digital Literacy: Practising digital safety and wellbeing: Manage digital privacy an

Content description

AC9TDI2P06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• recognise their personal data and that data (including text, images, and video) can be seen by others when shared online
• recognise that online tools (website and apps) store their personal data, which may give an impression of them
• identify their digital footprint (personal data stored by online tools)
• recognise their digital identity represents them online and can give a negative impression
• give and seek consent before sharing online with peers and trusted adults

Snapshot – Protect content

Digital Literacy: Managing and operating: Protect content

Content description

AC9TDI2P06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• save and access content in their individual school account
• save and access content in shared folders using their individual school account

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2P06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help

Snapshot – Manage digital privacy and identity

Digital Literacy: Practising digital safety and wellbeing: Manage digital privacy an

Content description

AC9TDI2P06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• recognise their personal data and that data (including text, images, and video) can be seen by
others when shared online
• recognise that online tools (website and apps) store their personal data, which may give an
impression of them
• identify their digital footprint (personal data stored by online tools)
• recognise their digital identity represents them online and can give a negative impression
• give and seek consent before sharing online with peers and trusted adults

Snapshot – Protect content

Digital Literacy: Managing and operating: Protect content

Content description

AC9TDI2P06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• save and access content in their individual school account
• save and access content in shared folders using their individual school account

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI2P06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help

AC9TDI2P07

discuss that some websites and store their personal online

•

-

Elaborations

• sharing examples of the collected by and websites they commonly use, for example usernames and email addresses used by school websites and games to log in

• discussing the importance of asking permission from a parent or carer before entering personal details online such as address, phone number and date of birth

Students learn to:

discuss that some websites and apps store their personal data online

(AC9TDI2P07)

General capabilities and cross-curriculum priorities

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

Practising digital safety and wellbeing

• Manage digital privacy and identity

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 .

Practising digital safety and wellbeing

• Manage digital privacy and identity

Practising digital safety and wellbeing

• Manage digital privacy and identity

Snapshot – Manage digital privacy and identity

Digital Literacy: Practising digital safety and wellbeing: Manage digital privacy an

Content description

AC9TDI2P07

Continuum extract

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

• recognise their personal data and that data (including text, images, and video) can be seen by others when shared online

• recognise that online tools (website and apps) store their personal data, which may give an impression of them

• identify their digital footprint (personal data stored by online tools)

• recognise their digital identity represents them online and can give a negative impression

• give and seek consent before sharing online with peers and trusted adults

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9TDI2P07

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 – Manage digital privacy and identity

Digital Literacy: Practising digital safety and wellbeing: Manage digital privacy an

Content description

AC9TDI2P07

Continuum extract

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

- recognise their personal data and that data (including text, images, and video) can be seen by others when shared online
- recognise that online tools (website and apps) store their personal data, which may give an impression of them
- identify their digital footprint (personal data stored by online tools)
- recognise their digital identity represents them online and can give a negative impression
- give and seek consent before sharing online with peers and trusted adults