

## **(no-code)**

**examine design and technologies occupations and factors including sustainability that impact on the design of , and to meet community needs**

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### **Elaborations**

- exploring how many First Nations Australians were and continue to be recognised for their specialist skills in designing and producing made from local materials and providing related , using sustainable practices to ensure future access to meet community needs, for example traditional adhesives
- exploring how design and technologies occupations in the local area (urban, suburban, regional or rural) meet community needs, for example bakers, builders, engineers, farmers, seafood industry workers, mechanics, radiographers, textile designers and others in science, technology, engineering and mathematics roles
- examining the suitability of a service or system and proposing improvements, for example a water-saving system for a bathroom at home or school, traffic management systems to reduce traffic jams around the school, remote and regional including medical
- exploring how Australian designers consider sustainability when designing , or , for example designing from 100% recycled materials, designing that use minimal energy, or designing landscapes that require minimal water
- examining and to discover the factors that may have influenced the design and, choice of technologies used, for example discussing energy-efficient cooking with a wok, or sustainable wood for home use including furniture made from plantation timbers, bamboo toothbrushes or coconut shell bowls
- conducting a survey to identify a community need that involves accessibility and social sustainability, for example design that improve access to the school

Students learn to:

**examine design and technologies occupations and factors including sustainability t  
design of products, services and environments to meet community needs**

(AC9TDE4K01)

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

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

#### **Analysing**

- Interpret concepts and problems

#### **Design**

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.
- Creative and innovative design is integral to the identification of new ways of sustainable living.

### **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.

#### **Design**

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

#### **World views**

- World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability.

#### **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Generating**

- Consider alternatives

## **Inquiring**

- Identify, process and evaluate information

## **Design**

- Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

## **Inquiring**

- Identify, process and evaluate information

## **Design**

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

## **Inquiring**

- Develop questions
- Identify, process and evaluate information

## **Design**

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

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

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

#### **Content description**

AC9TDE4K01

#### **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**

AC9TDE4K01

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- 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**

AC9TDE4K01

#### **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 alternatives**

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

##### **Content description**

AC9TDE4K01

##### **Continuum extract**

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

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

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

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

##### **Content description**

AC9TDE4K01

##### **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
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- 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**

AC9TDE4K01

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

### **Snapshot – Develop questions**

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

##### **Content description**

AC9TDE4K01

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

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

#### **Content description**

AC9TDE4K01

#### **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
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- 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

## **AC9TDE4K02**

### **describe how forces and the of materials affect function in a or system**

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#### **Elaborations**

- researching how First Nations Australians consider buoyant forces as they select materials for watercraft, for example making bark or dugout canoes
- looking at to identify how materials are used and movement is created, for example in the design of a toy with wheels or moving parts
- exploring through how movement can be started by combining materials and using forces, for example releasing a wound rubber band to propel a boat, how different materials may impact a marble roll speed, or how various surfaces from carpet to grass to concrete might affect a robot's movement
- deconstructing a or system to identify how motion and forces affect performance, for example in a puppet such as a Japanese or a windmill with moving sails
- identifying engineered systems and experimenting with available local materials, tools and equipment to solve problems, for example designing a container or parachute that will keep an egg intact when dropped from a height; a pop-up card; a tower; or a vehicle

Students learn to:

### **describe how forces and the properties of materials affect function in a product or s**

(AC9TDE4K02)

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

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

#### **Writing**

- Creating texts

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Elaborations**

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

#### **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

## **Inquiring**

- Identify, process and evaluate information

## **Analysing**

- Interpret concepts and problems

## **Generating**

- Put ideas into action

## **Analysing**

- Interpret concepts and problems

## **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.

AC9S4U03

AC9S4U04

## **Snapshot – Creating texts**

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

#### **Content description**

AC9TDE4K02

#### **Learning progression extract**

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

#### **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")

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

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

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

#### **Content description**

AC9TDE4K02

#### **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**

AC9TDE4K02

#### **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**

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

#### **Content description**

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- 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**

AC9TDE4K02

#### **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 – Put ideas into action**

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

##### **Content description**

AC9TDE4K02

##### **Continuum extract**

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

- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

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

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

##### **Content description**

AC9TDE4K02

deconstructing a product or system to identify how motion and forces affect performance, for example in a puppet such as a Japanese bunraku puppet or a model windmill with moving sails

##### **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**

AC9TDE4K02

##### **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 – Put ideas into action**

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

##### **Content description**

AC9TDE4K02

##### **Continuum extract**

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

- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

### **AC9TDE4K03**

#### **describe the ways of producing food and**

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#### **Elaborations**

- researching techniques and technologies developed by First Nations Australians, such as burning,



tilling, planting, transplanting, watering, irrigating, weeding, thinning, cropping, storing and trading food

- describing tools, equipment and procedures to improve plant and animal production, for example when growing vegetables in the school garden and producing such as a glasshouse (protected cropping) or animal housing including safe chicken shelters
- comparing farming methods for food in Australia and a country in , for example the use of different types of plants and animals and how diverse technologies are used to produce them
- researching how animal (for example wool, alpaca) and plant (for example timber, cotton, bamboo) are produced in Australia, for example how production of plantation timbers may be different from bamboo production

Students learn to:

## **describe the ways of producing food and fibre**

(AC9TDE4K03)

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

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

#### **Writing**

- Creating texts

#### **Inquiring**

- Identify, process and evaluate information

#### **Elaborations**

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

#### **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

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

- Develop multiple perspectives

#### **Knowing Asia and its diversity**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Related content**

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

AC9HS4K05

AC9HS4K06

AC9S3U01

AC9S4U01

### **Snapshot – Creating texts**

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

##### **Content description**

AC9TDE4K03

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

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

#### **Content description**

AC9TDE4K03

#### **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
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- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- 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**

AC9TDE4K03

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

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

#### **Content description**

AC9TDE4K03

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

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

#### **Content description**

AC9TDE4K03

#### **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
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- 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

## **AC9TDE4K04**

**describe the ways food can be selected and prepared for healthy eating**

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### **Elaborations**

- exploring how First Nations Australians consider the nutrient content of seasonal foods as a means of maintaining a balanced diet
- recognising the benefits food technologies provide for health and food safety and to ensure that a wide variety of food is available and can be prepared for healthy eating, for example pasteurisation of milk for food safety and freezing of vegetables to retain nutrients and reduce food waste
- exploring the differences between fresh food and processed food by researching nutrient content of fresh food using a nutrition calculator app and examining nutrition information labels on processed foods for nutritional values
- considering creative ways foods can be prepared for maximum taste and appeal, for example locating and discussing images online that show colourful or fun ways to present food that might encourage healthy eating
- describing foods using the senses, for example describing the colour, aroma, sound, texture and taste of the ingredients in a salad or stir-fry and how our senses influence what we select to eat

Students learn to:

**describe the ways food can be selected and prepared for healthy eating**

(AC9TDE4K04)

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

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

#### **Writing**

- Creating texts

#### **Inquiring**

- Identify, process and evaluate information

#### **Elaborations**

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

#### **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**

- 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

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

## **Managing and operating**

- Select and operate tools

## **Generating**

- Consider alternatives

## **Inquiring**

- Identify, process and evaluate information

## **Analysing**

- Interpret concepts and problems

## **Related content**

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

AC9HP4P09

AC9HP4P10

## **Snapshot – Creating texts**

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

#### **Content description**

AC9TDE4K04

#### **Learning progression extract**

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

#### **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")

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

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

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

#### **Content description**

AC9TDE4K04

#### **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**

AC9TDE4K04

#### **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**

AC9TDE4K04

#### **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**

AC9TDE4K04

#### **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**

AC9TDE4K04

#### **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 – Select and operate tools**

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

#### **Content description**

AC9TDE4K04

#### **Continuum extract**

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

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

## **Snapshot – Consider alternatives**

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

#### **Content description**

AC9TDE4K04

#### **Continuum extract**

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

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

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

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

#### **Content description**

AC9TDE4K04

#### **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**

AC9TDE4K04

#### **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

## **AC9TDE4P01**

**explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create**

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### **Elaborations**

- exploring the designs and performance of First Nations Australians' watercraft, and the opportunities for their designs to inform the design of a floating toy
- examining the production of local , and to enhance their own design ideas, for example discussing the processes and systems that might be used to distribute hot food to a large number of people at a community event
- selecting and making judgements about appropriate joining techniques for materials to produce designs, prototypes, structures or , for example joining fabric, paper or cardboard in various ways
- exploring and testing a range of materials under different conditions for suitability including sustainability considerations, for example the compostability of paper-based materials or the strength and durability of natural materials
- exploring the different uses of materials in a range of , including those from a country in , to inform design decisions, for example in shelters, boats, handmade tools, baskets, wooden items, musical instruments, clothing and fabric

Students learn to:

**explore needs or opportunities for designing, and test materials, components, tools and processes needed to create designed solutions**

(AC9TDE4P01)

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

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

#### **Generating**

- Put ideas into action

#### **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 .

#### **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

#### **Generating**

- Create possibilities

#### **Analysing**

- Draw conclusions and provide reasons

#### **Generating**

- Put ideas into action

#### **Generating**

- Put ideas into action

#### **Inquiring**

- Identify, process and evaluate information

#### **Design**

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

### **Knowing Asia and its diversity**

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

### **Related content**

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

areas.

AC9S4U04

## **Snapshot – Put ideas into action**

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

#### **Content description**

AC9TDE4P01

#### **Continuum extract**

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

- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

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

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

#### **Content description**

AC9TDE4P01

#### **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**

AC9TDE4P01

#### **Learning progression extract**

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

#### **Comprehension**

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

#### **Processes**

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

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

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

## **Processes**

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

## **Vocabulary**

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

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

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

#### **Content description**

AC9TDE4P01

#### **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 – Create possibilities**

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

#### **Content description**

AC9TDE4P01

#### **Continuum extract**

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

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

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

#### **Content description**

AC9TDE4P01

#### **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 – Put ideas into action**

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

#### **Content description**

AC9TDE4P01

#### **Continuum extract**

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

- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

## **Snapshot – Put ideas into action**

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

#### **Content description**

AC9TDE4P01

#### **Continuum extract**

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

- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

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

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

#### **Content description**

AC9TDE4P01

#### **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

## **AC9TDE4P02**

### **generate and communicate design ideas and decisions using appropriate attributions, technical terms and , including using**

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- 

#### **Elaborations**

- visualising innovative design ideas by producing , and labelled drawings to explain and modifications, for example drawing one or more designs for a machine to collect waste, and including labels and descriptions to explain materials used, their and the intended function of components or the whole system
- planning, sharing and documenting creative designs, ideas and processes using and appropriate terms and privacy considerations, for example a class blog or collaborative document that has been selectively shared with peers
- communicating design ideas using annotated diagrams, for example labelling a diagram for a

pushcart with technical terms and explanations about components such as the chassis, axle, wheels and steering

- generating design ideas for solutions using Safety by Design principles, for example designing communication that is accessible for all parents and carers

Students learn to:

**generate and communicate design ideas and decisions using appropriate attribution and graphical representation techniques, including using digital tools**

(AC9TDE4P02)

### **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**

- Put ideas into action

#### **Creating and exchanging**

- Respect intellectual property

#### **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 .

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Generating**

- Create possibilities

#### **Creating and exchanging**

- Plan

#### **Practising digital safety and wellbeing**

- Manage digital privacy and identity

#### **Managing and operating**

- Select and operate tools

#### **Analysing**

- Interpret concepts and problems

#### **Generating**

- Create possibilities

#### **Related content**

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

AC9M3SP02

AC9M4M01

AC9M4M04

AC9M4SP01

AC9M4SP03

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

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

##### **Content description**

AC9TDE4P02

##### **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 – Put ideas into action**

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

##### **Content description**

AC9TDE4P02

##### **Continuum extract**

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

- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

### **Snapshot – Respect intellectual property**

#### **Digital Literacy: Creating and exchanging: Respect intellectual property**

##### **Content description**

AC9TDE4P02

##### **Continuum extract**

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

- recognise ownership of products that others produce or that are produced collaboratively
- respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source
- respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions

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

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

##### **Content description**

AC9TDE4P02

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9TDE4P02

##### **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**

AC9TDE4P02

## **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 – Create possibilities**

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

#### **Content description**

AC9TDE4P02

#### **Continuum extract**

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

## **Snapshot – Plan**

### **Digital Literacy: Creating and exchanging: Plan**

#### **Content description**

AC9TDE4P02

#### **Continuum extract**

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

- use simple digital tools to contribute to a basic plan to complete a task
- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects

## **Snapshot – Manage digital privacy and identity**

### **Digital Literacy: Practising digital safety and wellbeing: Manage digital privacy and**

#### **Content description**

AC9TDE4P02

#### **Continuum extract**

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

- 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
- recognise the permanence of their digital footprint and digital identity, and the associated risks, including to their reputation
- give and seek consent before sharing online in trusted groups

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

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

#### **Content description**

AC9TDE4P02

#### **Continuum extract**

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

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



- troubleshoot basic problems and identify repetitive tasks to automate

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

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

#### **Content description**

AC9TDE4P02

#### **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 – Create possibilities**

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

#### **Content description**

AC9TDE4P02

#### **Continuum extract**

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

## **AC9TDE4P03**

### **select and use materials, components, tools, equipment and techniques to safely make**

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#### **Elaborations**

- exploring ways of joining, connecting and assembling components that ensure success including the impact have on these processes, for example using virtual reality or simulations to experience assembling materials or using tools
- using tools and equipment accurately when measuring, marking and cutting, for example when creating a template or pattern, measuring ingredients in a recipe or preparing a garden bed for sowing seeds
- explaining the importance of safe, responsible, inclusive and cooperative work practices when designing and making, for example when handling sharp equipment such as knives and scissors
- selecting and using materials, components, tools, equipment and processes with consideration of the environmental impact at each stage of the , for example considering how packaging and offcuts could be recycled or used for other purposes before choosing materials for a project
- using appropriate technologies terms to describe and share with other students the procedures and techniques for making, for example how to safely make an engineered solution such as a robotic device

Students learn to:

### **select and use materials, components, tools, equipment and techniques to safely make solutions**

(AC9TDE4P03)

#### **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

#### **Generating**

- Put ideas into action

#### **Self-management**

- Perseverance and adaptability

## **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

## **Measurement and geometry**

- Understanding units of measurement

## **Analysing**

- Draw conclusions and provide reasons

## **Reflecting**

- Think about thinking (metacognition)

## **Design**

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

## **Social management**

- Communication

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

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

#### **Content description**

AC9TDE4P03

#### **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 – Put ideas into action**

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

#### **Content description**

AC9TDE4P03

#### **Continuum extract**

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

- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

## **Snapshot – Perseverance and adaptability**

### **Personal and Social capability: Self-management: Perseverance and adaptability**

#### **Content description**

AC9TDE4P03

#### **Continuum extract**

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

- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

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

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

#### **Content description**

**Continuum extract**

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

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

**Snapshot – Understanding units of measurement****Numeracy: Measurement and geometry: Understanding units of measurement****Content description**

AC9TDE4P03

**Learning progression extract**

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

**Introducing metric units**

- recognises standard metric units are used to measure attributes of shapes, objects and events (e.g. identifies units used to measure everyday items; recognises that distances in athletic events are measured in metres such as 100 and 200 metre races)
- uses the array structure to calculate area measured in square units (e.g. draws and describes the column and row structure to represent area as an array of square units, moving beyond counting of squares by ones)
- estimates the measurement of an attribute by visualising between known informal units (e.g. uses a cup to measure a half cup of rice; determines that about 3 3 3 sheets of paper would fit across a desk, and close to 6 6 6 might fit along it, so the area of the desk is about 18 18 1 8 sheets of paper)
- explains the difference between different attributes of the same shape or object and their associated metric units (e.g. length, mass and capacity)

**Angles as measures of turn**

- describes the size of an angle as a measure of turn and compares familiar measures of turn to known angles (e.g. the angle between the blades gets bigger as you open the scissors; a quarter turn creates a right angle)

**Using metric units**

- measures, compares and estimates length, perimeter and area of a surface using metric units (e.g. traces around their hand on centimetre grid paper and counts the number of squares to estimate the area of their hand print to be about 68 68 6 8 square centimetres)
- uses scaled instruments to measure length, mass, capacity and temperature, correctly interpreting any unlabelled calibrations (e.g. 3 3 3 marks between the numbered marks for kilograms means each gap represents 250 250 2 5 0 grams, so it's divided into quarter kilogram intervals)
- estimates measurements of an attribute using metric units (e.g. estimates the width of their thumb is close to a centimetre; compares the mass of 2 2 2 bags of fruit by hefting and says "this one feels like it weighs more than a kilogram"; approximates capacities based on the known capacity of a 600 600 6 0 0 -millilitre bottle of water)

**Angles as measures of turn**

- compares angles to a right angle and classifies them as equal to, less than or greater than a right angle (e.g. directly compares the size of angles to a right angle, by using the corner of a book; uses reference to a right angle to describe body positions during a choreographed dance or when practising a skill for a particular sport)

**Using metric units**

- calculates perimeter using properties of two-dimensional shapes to determine unknown lengths
- measures and calculates the area of different shapes using metric units and a range of strategies

**Angles as measures of turn**

- estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object;

determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

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

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

##### **Content description**

AC9TDE4P03

##### **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 – Think about thinking (metacognition)**

#### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

##### **Content description**

AC9TDE4P03

##### **Continuum extract**

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

- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions
- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes

### **Snapshot – Communication**

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

##### **Content description**

AC9TDE4P03

##### **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

### **AC9TDE4P04**

#### **use given or co-developed including sustainability to evaluate design ideas and solutions**

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##### **Elaborations**

- developing with others including considering universal design principles to address social sustainability, for example a criterion that specifies flexible or intuitive use or low physical effort
- using to evaluate, revise and select design ideas, for example when designing an e-textile toy for a young child to ensure it will be safe
- comparing the amount of waste that would be produced from different design ideas and the potential for recycling waste, for example exploring the choice of materials to construct a toy and whether these materials are repairable or able to be recycled once the toy breaks or is no longer wanted
- reflecting on how well their designed solution meets , such as ensuring safety and wellbeing of users and meeting the needs of communities or different cultures, for example reviewing and discussing the choice of fabrics used to make re-usable bags and how they could be made more appealing to all cultural groups by considering modifications to style

Students learn to:

#### **use given or co-developed design criteria including sustainability to evaluate design**

## **solutions**

(AC9TDE4P04)

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

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

#### **Analysing**

- Interpret concepts and problems
- Evaluate actions and outcomes

#### **Generating**

- Consider alternatives

#### **Design**

- Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

#### **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**

- Evaluate actions and outcomes

#### **Design**

- Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

#### **Analysing**

- Evaluate actions and outcomes

#### **Design**

- Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

#### **Analysing**

- Draw conclusions and provide reasons
- Evaluate actions and outcomes

#### **Design**

- Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

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

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

##### **Content description**

AC9TDE4P04

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

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

##### **Content description**

AC9TDE4P04

##### **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 – Consider alternatives**

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

##### **Content description**

AC9TDE4P04

##### **Continuum extract**

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

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

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

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

##### **Content description**

AC9TDE4P04

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

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

##### **Content description**

AC9TDE4P04

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

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

##### **Content description**

AC9TDE4P04

##### **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**

AC9TDE4P04

##### **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

## **AC9TDE4P05**

### **sequence steps to individually and collaboratively make**

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#### **Elaborations**

- determining planning processes as a class, for example recording when parts of a project need to be completed on a timeline, in a spreadsheet, calendar or list
- discussing the importance of managing time and allocation throughout production, for example discussing the roles different people might take in a team and identifying the tasks they will complete and the they will each need
- identifying the steps in a mass , for example drawing a flowchart or making a video recording of a procedure for packing identical boxes of food for community members in need, where each student in a group has a separate task as part of the

Students learn to:

### **sequence steps to individually and collaboratively make designed solutions**

(AC9TDE4P05)

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

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

##### **Measurement and geometry**

- Measuring time
- Measuring time

##### **Social management**

- 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 .

##### **Managing and operating**

- Select and operate tools

##### **Measurement and geometry**

- Measuring time
- Measuring time

##### **Social management**

- Collaboration

##### **Analysing**

- Interpret concepts and problems

##### **Creating and exchanging**

- Create, communicate and collaborate

#### **Snapshot – Measuring time**

### **Numeracy: Measurement and geometry: Measuring time**

#### **Content description**

AC9TDE4P05

#### **Learning progression extract**

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

##### **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

### **Measuring time**

- uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
- reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
- identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)
- uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
- uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

### **Relating units of time**

- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

## **Snapshot – Measuring time**

### **Numeracy: Measurement and geometry: Measuring time**

#### **Content description**

AC9TDE4P05

#### **Learning progression extract**

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

#### **Measuring time**

- uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
- reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
- identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)
- uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
- uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

#### **Relating units of time**



- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

### **Converting between units of time**

- interprets and converts between 12 12 1 2 -hour and 24 24 2 4 -hour digital time, and analog and digital representations of time to solve duration problems
- converts between units of time, using appropriate conversion rates, to solve problems involving time (e.g. uses that there are 60 60 6 0 seconds in a minute to calculate the percentage improvement a 1500 1500 1 5 0 0 m runner made to their personal best time)
- uses rates involving time to solve problems (e.g. "travelling at 60 60 6 0 km/h, how far will I travel in 30 30 3 0 minutes?"; adjusts cooking or baking times based on weight or the size of the container)

## **Snapshot – Collaboration**

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

#### **Content description**

AC9TDE4P05

#### **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 – Select and operate tools**

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

#### **Content description**

AC9TDE4P05

#### **Continuum extract**

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

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

## **Snapshot – Measuring time**

### **Numeracy: Measurement and geometry: Measuring time**

#### **Content description**

AC9TDE4P05

#### **Learning progression extract**

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

#### **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

### **Measuring time**

- uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
- reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
- identifies the minute hand movement on an analog clock and the 60 60 60 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 40 , by reading the hour hand and the minute hand and explaining how they are related)
- uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
- uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

### **Relating units of time**

- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

## **Snapshot – Measuring time**

### **Numeracy: Measurement and geometry: Measuring time**

#### **Content description**

AC9TDE4P05

#### **Learning progression extract**

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

#### **Measuring time**

- uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
- reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
- identifies the minute hand movement on an analog clock and the 60 60 60 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 40 , by reading the hour hand and the minute hand and explaining how they are related)
- uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
- uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

#### **Relating units of time**

- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

### **Converting between units of time**

- interprets and converts between 12 12 1 2 -hour and 24 24 2 4 -hour digital time, and analog and digital representations of time to solve duration problems
- converts between units of time, using appropriate conversion rates, to solve problems involving time (e.g. uses that there are 60 60 6 0 seconds in a minute to calculate the percentage improvement a 1500 1500 1 5 0 0 m runner made to their personal best time)
- uses rates involving time to solve problems (e.g. "travelling at 60 60 6 0 km/h, how far will I travel in 30 30 3 0 minutes?"; adjusts cooking or baking times based on weight or the size of the container)

### **Snapshot – Collaboration**

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

##### **Content description**

AC9TDE4P05

##### **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**

AC9TDE4P05

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

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

##### **Content description**

AC9TDE4P05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this 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
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups