

## **(no-code)**

**the people in their family, where they were born and raised, and how they are related to each other**

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### **Elaborations**

- discussing the members of a family (for example, mother, father, caregiver, sister, brother, grandparent, auntie, uncle, cousin) and acknowledging other varieties of structure that may be represented in the background of students (for example, cousin-brother and mother-auntie in First Nations Australian families)
- creating drawings of family members accompanied by information collected from questions and observations to share details of that person's life, including the places they were born and raised
- creating concept maps of their family with pictures or photographs to show connections to those people who make up their family

Students learn about:

**the people in their family, where they were born and raised, and how they are related**

(AC9HSFK01)

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

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

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Inquiring**

- Identify, process and evaluate information

### **Elaborations**

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

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **People**

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems

### **Related content**

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

AC9HPFP01

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

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

#### **Content description**

AC9HSFK01

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9HSFK01

## **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

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

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

##### **Content description**

AC9HSFK01

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

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

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

##### **Content description**

AC9HSFK01

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HSFK01

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

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

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

##### **Content description**

AC9HSFK01

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

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

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

##### **Content description**

AC9HSFK01

##### **Continuum extract**

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

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

## **AC9HSFK02**

**the celebrations and commemorations of significant events shared with their families and others**

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### **Elaborations**

- responding to a provided calendar of events that students, their family and friends celebrate or commemorate; for example, birthdays; religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover and Coming of the Light; family reunions; festivals; and community commemorations such as and , and discussing why they are important
- discussing ways of celebrating these significant occasions; for example, special meals, family gatherings, visiting special places, and the role of art, music, telling stories and handing on traditions from generation to generation for First Nations Australians

Students learn about:

**the celebrations and commemorations of significant events shared with their families**

(AC9HSFK02)

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

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

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

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

- Develop multiple perspectives
- Develop empathy

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

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

#### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

### **Elaborations**

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

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

- Develop multiple perspectives
- Develop empathy

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

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

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

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

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

- Develop multiple perspectives

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

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

### **Culture**

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

### **People**

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

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

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

## **Content description**

AC9HSFK02

### **Continuum extract**

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

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

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

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

## **Content description**

AC9HSFK02

### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Develop multiple perspectives**

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

## **Content description**

AC9HSFK02

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

## **Snapshot – Develop empathy**

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

## **Content description**

AC9HSFK02

### **Continuum extract**

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences

## **Snapshot – Reflect on the relationship between cultures and identities**

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

## **Content description**

AC9HSFK02

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

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

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

## **Content description**

AC9HSFK02

### **Continuum extract**

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

- identify what family and friends value in familiar intercultural contexts
- describe how people express agreement or disagreement about what they value within familiar intercultural contexts

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

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

##### **Content description**

AC9HSFK02

### **Continuum extract**

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

- notice how they, and their family members, respond in unfamiliar intercultural contexts
- describe how past intercultural experiences affect how they understand and respond to new experiences

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

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

##### **Content description**

AC9HSFK02

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

### **Snapshot – Develop empathy**

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

##### **Content description**

AC9HSFK02

### **Continuum extract**

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences

### **Snapshot – Reflect on the relationship between cultures and identities**

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

##### **Content description**

AC9HSFK02

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

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

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

##### **Content description**

AC9HSFK02

### **Continuum extract**

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

- identify what family and friends value in familiar intercultural contexts
- describe how people express agreement or disagreement about what they value within familiar intercultural contexts

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

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

#### **Content description**

AC9HSFK02

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9HSFK02

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

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

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

#### **Content description**

AC9HSFK02

### **Continuum extract**

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

- identify what family and friends value in familiar intercultural contexts
- describe how people express agreement or disagreement about what they value within familiar intercultural contexts

### **AC9HSFK03**

#### **the features of familiar places they belong to, why some places are special and how places can be looked after**

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#### **Elaborations**

- identifying the places, communities, they live in and belong to and why that place may be special to them; for example, a neighbourhood, suburb, town or rural locality, community
- exploring the , and places they are familiar with or aware of; for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television and websites, in books or ebooks
- identifying reasons why people live in or visit places, such as the provision of basic (water, food, shelter), to enhance lives (holiday places, places for recreation, for religious observance) and to maintain connections to
- discussing different ways they could or do contribute to caring for special places, including

those that are unique; for example, planting trees for a local endangered species, cleaning up litter at a local park or beach, or planting flora in a local wetland

Students learn about:

**the features of familiar places they belong to, why some places are special and how they looked after**

(AC9HSFK03)

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

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

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

- Explore ethical issues
- Making and reflecting on ethical decisions

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

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

#### **Futures**

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

#### **Systems**

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

#### **Elaborations**

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

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

- Examine values, rights and responsibilities and ethical norms

#### **Country/Place**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

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

- Explore ethical issues
- Making and reflecting on ethical decisions

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

- Explore ethical perspectives and frameworks

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

- Examine values, rights and responsibilities and ethical norms

#### **Futures**

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

#### **Systems**

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

#### **Related content**

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

AC9HPFM03

AC9SFU01

AC9TDEFK01

## **Resources**

### **Work Samples**

#### **WS01 - Familiar places**

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

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

###### **Content description**

AC9HSFK03

###### **Continuum extract**

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

- identify different ethical problems or issues from examples such as stories
- identify different perspectives and approaches when discussing ethical issues from a given example

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

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

###### **Content description**

AC9HSFK03

###### **Continuum extract**

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making

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

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

###### **Content description**

AC9HSFK03

###### **Continuum extract**

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

- identify examples of ethical concepts such as right and wrong
- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these

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

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

###### **Content description**

AC9HSFK03

###### **Continuum extract**

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important

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

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

###### **Content description**

AC9HSFK03

###### **Continuum extract**

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important



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

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

#### **Content description**

AC9HSFK03

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

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

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

#### **Content description**

AC9HSFK03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9HSFK03

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

## **Snapshot – Explore ethical issues**

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

#### **Content description**

AC9HSFK03

#### **Continuum extract**

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

- identify different ethical problems or issues from examples such as stories
- identify different perspectives and approaches when discussing ethical issues from a given example

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

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

#### **Content description**

AC9HSFK03

#### **Continuum extract**

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making

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

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

#### **Content description**

AC9HSFK03

#### **Continuum extract**

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

- identify examples of different consequences and explain how these might affect the way people behave or act

- identify the similarities and differences between values such as caring, compassion and empathy

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

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

#### **Content description**

AC9HSFK03

#### **Continuum extract**

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important

## **Resource – WS01 - Familiar places**

By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated.■Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.

Students pose questions, and sort and record information from observations and provided sources.■They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.

### **AC9HSFK03**

the features of familiar places they belong to, why some places are special and how places can be looked after

### **AC9HSFK04**

the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located

### **AC9HSFS02**

sort and record information including pictorial timelines and locations on pictorial maps or models

### **AC9HSFS05**

share narratives and observations, using sources and terms about the past and places

## **AC9HSFK04**

**the importance of to First Nations Australians and the on which the school is located**

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#### **Elaborations**

- identifying how and why the words are used by First Nations Australians for the places they belong to
- identifying and using the name of the local First Nations Australians' language group or groups
- listening and responding to invited members of the Traditional Owner group talking about , and places of and historical significance to the First Nations Australian community in the local neighbourhood, suburb, town or rural area
- identifying local places of significance for First Nations Australians in the local area

Students learn about:

**the importance of Country/Place to First Nations Australians and the Country/Place school is located**

(AC9HSFK04)

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

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

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

- Communicate responsively
- Develop multiple perspectives

### **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.

### **Elaborations**

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

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

- Develop multiple perspectives

### **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.

### **Social awareness**

- Empathy

### **Culture**

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

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

- Communicate responsively
- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

### **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.

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

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

### **Country/Place**

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

### **Related content**

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

AC9SFU01

### **Resources**

### **Work Samples**

### **WS01 - Familiar places**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9HSFK04

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

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

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

#### **Content description**

AC9HSFK04

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

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

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

#### **Content description**

AC9HSFK04

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

#### **Snapshot – Empathy**

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

#### **Content description**

AC9HSFK04

#### **Continuum extract**

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

- acknowledge that people have different needs, emotions and abilities
- demonstrate an awareness of the needs, emotions, cultures and backgrounds of others
- describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others

#### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9HSFK04

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

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

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

#### **Content description**

AC9HSFK04

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9HSFK04

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

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

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

### **Content description**

AC9HSFK04

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9HSFK04

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

## **AC9HSFS01**

### **pose questions about familiar objects, people, places and events**

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### **Elaborations**

- posing questions about family and places, such as “How old was I?”, “Where was I?” and “What was I doing?”, having explored sources relating to their own life; for example, family interviews, photographs, stories, film, classmates’ paintings, excursions to places
- posing questions about the and how they can look after them, after being encouraged to observe them using various senses
- posing questions about what makes events and places special; for example “What special events do my family celebrate?”, “What makes my favourite places special?”

Students learn about:

### **pose questions about familiar objects, people, places and events**

(AC9HSFS01)

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

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

priorities.

### **Inquiring**

- Develop questions

### **Speaking and listening**

- Interacting

### **Elaborations**

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

### **Inquiring**

- Develop questions

### **Inquiring**

- Develop questions

### **Inquiring**

- Develop questions

### **Snapshot – Develop questions**

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

##### **Content description**

AC9HSFS01

##### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation

### **Snapshot – Interacting**

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

##### **Content description**

AC9HSFS01

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

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks

### **Snapshot – Develop questions**

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

##### **Content description**

AC9HSFS01

##### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world

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

### **Snapshot – Develop questions**

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

### **Content description**

AC9HSFS01

### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation

### **Snapshot – Develop questions**

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

### **Content description**

AC9HSFS01

### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation

## **AC9HSFS02**

### **sort and record information including and on or models**

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### **Elaborations**

- sorting and displaying sources (for example, historical sources such as pictures, photographs and family mementoes) to organise a display about a family member or significant family event and creating , such as adding photos or drawings of significant events as they happen, to create a timeline of events over the year
- identifying features on a provided or oblique aerial photograph of a familiar place and linking the representation of specific features to pictures they have drawn of those features; for example, using a of a visited site such as a public garden or an oblique aerial photograph of their school to find familiar features, and then linking drawings of those features with lines to the features in the map or aerial photograph

Students learn about:

### **sort and record information including pictorial timelines and locations on pictorial n**

(AC9HSFS02)

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

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Investigating**

- Interpret data

## **Managing and operating**

- Select and operate tools

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Related content**

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

AC9EFLY01

AC9MFM02

AC9MFSP02

AC9MFST01

AC9SFI03

AC9TDIFK02

## **Resources**

## **Work Samples**

## **WS01 - Familiar places**

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

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

##### **Content description**

AC9HSFS02

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

### **Snapshot – Understanding texts**

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

##### **Content description**

AC9HSFS02

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

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

##### **Comprehension**

- answers simple literal questions about texts read by a proficient reader
- repeats fragments of text
- invents a spoken text based on images

##### **Processes**

- recognises symbols and words in texts (e.g. recognises own name)
- distinguishes between print and images
- shows awareness of correct orientation of text (e.g. holds the book or tablet the right way up)
- imitates reading behaviour, by turning pages, swiping the screen and inventing own version of the text

##### **Vocabulary**

- identifies familiar images in texts and comments by adding some detail (e.g. "the dog is wet")

##### **Comprehension**

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text



- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

### **Processes**

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

### **Vocabulary**

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

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

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

#### **Content description**

AC9HSFS02

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Interpret data**

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

#### **Content description**

AC9HSFS02

#### **Continuum extract**

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

- use simple digital tools to explore sorting data and information provided as part of learning experiences
- classify and group data using digital familiar tools to answer simple questions

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

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

##### **Content description**

AC9HSFS02

##### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help

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

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

##### **Content description**

AC9HSFS02

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9HSFS02

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

### **Resource – WS01 - Familiar places**

By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated.■Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.

Students pose questions, and sort and record information from observations and provided sources.■They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.

#### **AC9HSFK03**

the features of familiar places they belong to, why some places are special and how places can be looked after

#### **AC9HSFK04**

the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located

#### **AC9HSFS02**

sort and record information including pictorial timelines and locations on pictorial maps or models

#### **AC9HSFS05**

share narratives and observations, using sources and terms about the past and places

## **AC9HSFS03**

**share a perspective on information, such as stories about significant events and special places**

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### **Elaborations**

- sharing aspects of events special to past generations of their family from provided stories and discussing why those events and places are special
- identifying a place in their local area that they like, and talking about why they like it and how they could care for it

Students learn about:

**share a perspective on information, such as stories about significant events and special places**

(AC9HSFS03)

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

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

#### **Social awareness**

- Empathy

### **Elaborations**

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

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

- Reflect on the relationship between cultures and identities

#### **Social management**

- Collaboration

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

- Examine values, rights and responsibilities and ethical norms

### **Related content**

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

AC9EFLY05

### **Snapshot – Empathy**

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

#### **Content description**

AC9HSFS03

#### **Continuum extract**

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

- acknowledge that people have different needs, emotions and abilities
- demonstrate an awareness of the needs, emotions, cultures and backgrounds of others
- describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others

### **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9HSFS03

#### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

### **Snapshot – Collaboration**

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

### **Content description**

AC9HSFS03

#### **Continuum extract**

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

- engage with peers and other community members
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities

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

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

### **Content description**

AC9HSFS03

#### **Continuum extract**

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important

### **AC9HSFS04**

#### **draw conclusions in response to questions**

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#### **Elaborations**

- identifying the main people in their family and explaining how they are related
- identifying the most important celebrations and commemorations in their lives and those of their family
- exploring the and they belong to and what makes those places special
- suggesting ways that they are going to care for their classroom, bedroom or playground

Students learn about:

#### **draw conclusions in response to questions**

(AC9HSFS04)

### **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

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

- Making and reflecting on ethical decisions

#### **Elaborations**

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

#### **Analysing**

- Draw conclusions and provide reasons

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

- Reflect on the relationship between cultures and identities

#### **Analysing**

- Draw conclusions and provide reasons

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

- Making and reflecting on ethical decisions

### **Social management**

- Collaboration
- Leadership
- Decision-making

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

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

#### **Content description**

AC9HSFS04

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

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

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

#### **Content description**

AC9HSFS04

#### **Continuum extract**

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making

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

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

#### **Content description**

AC9HSFS04

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

## **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9HSFS04

#### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

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

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

#### **Content description**

AC9HSFS04

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

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

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

#### **Content description**

AC9HSFS04

#### **Continuum extract**

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making

## **Snapshot – Collaboration**

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

### **Content description**

AC9HSFS04

#### **Continuum extract**

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

- engage with peers and other community members
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities

## **Snapshot – Leadership**

**Personal and Social capability: Social management: Leadership**

### **Content description**

AC9HSFS04

#### **Continuum extract**

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

- show an awareness of personal responsibility
- practise self-leadership by taking responsibility for their own actions
- practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach

## **Snapshot – Decision-making**

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

### **Content description**

AC9HSFS04

#### **Continuum extract**

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

- make choices that address their needs and wants
- identify choices that meet the needs of themselves and others when making decisions
- practise individual and group decision-making

## **AC9HSFS05**

**share narratives and observations, using sources and terms about the past and places**

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### **Elaborations**

- creating a display about a special place or family event using photographs, and/or drawings
- using terms about time when talking about their experiences; for example, “then”, “now”, “yesterday”, “today”, “tomorrow”
- using appropriate terms to describe the direction and of a place such as “near and far”, “above and below”, “beside and opposite”

Students learn about:

**share narratives and observations, using sources and terms about the past and places**

(AC9HSFS05)

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

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

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication

#### **Elaborations**

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

#### **Creating and exchanging**

- Create, communicate and collaborate

## **Social management**

- Communication

## **Inquiring**

- Identify, process and evaluate information

## **Related content**

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

AC9EFLY06

AC9EFLY07

## **Resources**

## **Work Samples**

## **WS01 - Familiar places**

### **Snapshot – Interacting**

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

##### **Content description**

AC9HSFS05

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

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks

### **Snapshot – Communication**

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

##### **Content description**

AC9HSFS05

##### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

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

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

##### **Content description**

AC9HSFS05

##### **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content

### **Snapshot – Communication**

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

### **Content description**

AC9HSFS05

#### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

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

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

### **Content description**

AC9HSFS05

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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