(no-code)

explore and describe a range of and their for a variety of purposes

•

Elaborations

• experimenting with a range of to perform , output and storage, for example a keyboard, touch screen, mouse, camera and microphone; a monitor, projector, printer or 3D printer; or speaker; or USB drive

• adding to a to expand its functionality, for example connecting a headset to a to participate in an online lesson more effectively

• exploring how they can use differently depending on the task, recognising that many can perform multiple tasks, for example a student can use a to take photos, record audio and find information to create a presentation

Students learn to:

explore and describe a range of digital systems and their peripherals for a variety of

(AC9TDI4K01)

General capabilities and cross-curriculum priorities

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

Managing and operating

• Select and operate tools

Elaborations

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

Managing and operating

• Select and operate tools

Managing and operating

• Select and operate tools

Managing and operating

• Select and operate tools

Resources

Work Samples

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI4K01

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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI4K01

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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI4K01

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 – Select and operate tools

AC9TDI4K02

explore transmitting different between

•

Elaborations

• exploring examples of different that can be transferred between , for example streaming music or making a video call to a friend using a smartphone
• exploring how (video call) can be transmitted from a remote community to a city location, for example looking at how many First Nations Australian communities in areas classified as remote rely on 3G network coverage, limiting the use of video calls

Students learn to:

explore transmitting different types of data between digital systems

(AC9TDI4K02)

General capabilities and cross-curriculum priorities

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

Managing and operating

• Select and operate tools

Elaborations

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

Managing and operating

• Select and operate tools

Managing and operating

• Select and operate tools

Culture

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Resources

Work Samples

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI4K02

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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI4K02

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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI4K02

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

AC9TDI4K03

recognise different and explore how the same can be represented differently depending on the purpose
•
•

Elaborations
• describing different and how they can be used, for example numbers, letters, symbols and pictures
• explaining how the same can be represented in different ways and why some representations are better than others in certain contexts, for example four vs 4 vs IV vs I I I I vs quatre and that numerals are better for calculation than words
• explaining that the same information can be represented differently, for example the term 'stop'

can also be represented with an octagon-shaped red sign or a hand icon

• identifying rock paintings and other cultural expressions to understand that images are used to encode and represent ethnobotanical knowledge, for example the representation of plant use in the Kimberley cave paintings and ancient engravings including important on medicinal and food plant classification and their usable parts

Students learn to:

recognise different types of data and explore how the same data can be represented depending on the purpose

(AC9TDI4K03)

General capabilities and cross-curriculum priorities

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

Investigating

• Interpret data

Statistics and probability

• Interpreting and representing data

• Interpreting and representing data

Elaborations

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

Investigating

• Interpret data

Investigating

• Interpret data

Investigating

• Interpret data

Investigating

• Interpret data

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.

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Related content

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

AC9HS3S02
AC9HS4S02
AC9M3ST01
AC9M3ST02
AC9M4ST01
AC9M4ST02

Resources

Work Samples

WS02 - Clean our school

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9TDI4K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• classify and group data using digital familiar tools to answer simple questions
• organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
• analyse and visualise data using a range of digital tools to identify patterns and make predictions

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9TDI4K03

Learning progression extract

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

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
• displays and describes one variable data in lists or tables
• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)
• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)
• displays and interprets categorical data in one-to-many data displays
• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays
• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)
• constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)
• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)
• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9TDI4K03

Learning progression extract

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

Collecting, displaying and interpreting categorical data

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

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

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

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

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

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)

• constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)

• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)

• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

Collecting, displaying, interpreting and analysing numerical data

• poses questions based on variations in continuous numerical data and chooses the appropriate method to collect and record data (e.g. collects information on the heights of buildings or daily temperatures, tabulates the results and represents these graphically; uses a survey to collect primary data or secondary data extracted from census data)

• uses numerical and graphical representations relevant to the purpose of the collection of the data and explains their reasoning (e.g. "I can't use a frequency histogram for categorical data because there is no numerical connection between the categories"; converts their data to percentages in order to compare the girls' results to those of the boys, as the total number of boys and girls who participated in the survey was different)

• determines and calculates the most appropriate statistic to describe the spread of data (e.g. when creating an infographic, uses the mean of the data to describe household income and the median of the data for house prices)

• calculates simple descriptive statistics such as mode, mean or median as measures to represent typical values of a distribution (e.g. describes the mean kilojoule intake and median hours of exercise of a sample population when investigating community health and wellbeing; describes central tendency when analysing road safety statistics)

• compares the usefulness of different representations of the same data (e.g. chooses to use a line graph to illustrate trends, a bar graph to compare the living standards of different economies and a histogram to show income distribution)

• describes the spread of a data distribution in terms of the range, clusters, skewness and symmetry of the graphical display, and determines and makes connections to the mode, median and mean of the data

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9TDI4K03

Continuum extract

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

• classify and group data using digital familiar tools to answer simple questions

• organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions

• analyse and visualise data using a range of digital tools to identify patterns and make predictions

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9TDI4K03

explaining how the same data can be represented in different ways and why some representations are better than others in certain contexts, for example four vs 4 vs IV vs I I I I vs quatre and that numerals are better for calculation than words

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• classify and group data using digital familiar tools to answer simple questions
• organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
• analyse and visualise data using a range of digital tools to identify patterns and make predictions

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9TDI4K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• classify and group data using digital familiar tools to answer simple questions
• organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
• analyse and visualise data using a range of digital tools to identify patterns and make predictions

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9TDI4K03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• classify and group data using digital familiar tools to answer simple questions
• organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
• analyse and visualise data using a range of digital tools to identify patterns and make predictions

Resource – WS02 - Clean our school

By the end of Year 3, students order and represent natural numbers beyond 10 000.■They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations.■Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies.■Students represent unit fractions and their multiples in different ways.■They make estimates and determine the reasonableness of financial and other calculations.■Students find unknown values in number sentences involving addition and subtraction.■They create algorithms to investigate numbers and explore simple patterns.

Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events.■They identify angles as measures of turn and compare them to right

angles.■Students estimate and compare measures of duration using formal units of time.■They represent money values in different ways.■Students make, compare and classify objects using key features. They interpret and create two-dimensional representations of familiar environments.

Students conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context.■They record, represent and compare data they have collected. Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning.■They conduct repeated chance experiments and discuss variation in results.

AC9M3A02

extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator

AC9M3SP02

interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other

AC9M3ST01

acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets

AC9M3ST02

create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context

AC9M3ST03

conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest

AC9TDI4P01

define problems with given and by co-creating

•

•

Elaborations

• recognising a range of familiar problems and defining achievable solutions using given , for example buying presents for family members within a specified budget
• using responses to guiding questions to write a , for example a family member wants a way of entertaining their puppy when they are at school to stop it digging holes
• co-creating a using a template such as 'A has so that ', for example 'a sports team wants to access league rankings online so that they can see their progress'
• developing a problem statement for collecting and managing information, for example how First Nations Australians rangers could monitor animal populations, such as local marine turtles, using global positioning systems (GPS)
• co-creating about exploring hard-to-reach locations, for example a school student wants to explore neighbouring countries classified as remote to compare how people live
Students learn to:

define problems with given design criteria and by co-creating user stories

(AC9TDI4P01)
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

• Evaluate actions and outcomes

Elaborations

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

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

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.

Analysing

• Interpret concepts and problems

Resources

Work Samples

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9TDI4P01

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDI4P01

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

AC9TDI4P01

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDI4P01

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

AC9TDI4P01

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

AC9TDI4P01

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

AC9TDI4P01

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

AC9TDI4P01

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

AC9TDI4P02

follow and describe involving , ( ) and

•

•

Elaborations

• following the steps and decisions of and knowing what step they are up to, for example following rules to form the past tense of regular verbs such as 'create' to 'created', 'try' to 'tried' and 'cook' to 'cooked' and checking off items on a list as they are completed
• describing using representations such as a list of steps or a diagram, for example drawing a diagram of a recipe involving decisions
• understanding there can be more than one sequence of steps to solve a problem, some are better than others, and the steps should be unambiguous, for example describing 2 different ways to get to the same location
• describing the decisions needed to solve a problem, including numerical and text comparisons, for example if the UV index is above 3, put on sunscreen and a hat
• describing that repeat steps a fixed number of times, for example calculating multiplication using repeated addition, where the sum changes in each

Students learn to:

follow and describe algorithms involving sequencing, comparison operators (branc

(AC9TDI4P02)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Number sense and algebra

• Additive strategies
• Multiplicative strategies
• Multiplicative strategies

Elaborations

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

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Related content

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

AC9M3N07

AC9M4N09
Resources
Work Samples

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9TDI4P02
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 – Additive strategies
Numeracy: Number sense and algebra: Additive strategies
Content description
AC9TDI4P02
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
Flexible strategies with two-digit numbers
• chooses from a range of known strategies to solve additive problems involving two-digit numbers (e.g. uses place value knowledge, known addition facts and part-part-whole number knowledge to solve problems like $24 + 8 + 13$, partitions 8 as 6 and 2 more, then combines 24 and 6 to rename it as 30 before combining it with 13 to make 43, and then combines the remaining 2 to find 45; adds the same quantity to both numbers $47 - 38 = 49 - 40$)
• identifies that the same combinations and partitions to 10 are repeated within each decade (e.g. knowing that $8 + 2 = 10$, knows $18 + 2 = 20$ and $28 + 2 = 30$ etc.)
• identifies addition as associative and commutative and that subtraction is neither
• applies the commutative and associative properties of addition to simplify mental computation (e.g. to calculate $23 + 9 + 7$ adds 23 to 7 to get 30, then adds 9 to give 39)
• applies inverse relationship of addition and subtraction to solve problems, including solving problems with digital tools, and uses the inverse relationship to justify an answer (e.g. when solving $23 - 16$ chooses to use addition $16 + ? = 23$; when using a calculator to solve $16 + ? = 38$ decides to use subtraction and inputs $38 - 16$)
• represents a wide range of additive problem situations involving two-digit numbers using appropriate addition and subtraction number sentences
Flexible strategies with three-digit numbers and beyond
• uses place value, standard and non-standard partitioning, trading or exchanging of units to mentally add and subtract numbers with 3 or more digits (e.g. to add 250 and 457, partitions 250 into 2 hundreds and 5 tens, says 457 plus 2 hundreds is 657, plus 5 tens is 707; to add 184 and 270 partitions into $150 + 34 + 250 + 20 = 400 + 34 + 20 = 454$)
• chooses and uses strategies including algorithms and technology to efficiently solve additive problems (e.g. develops total costings for ingredients or materials for a task or combines measurements to determine the total amount of materials required)
• uses estimation to determine the reasonableness of the solution to an additive problem (e.g. when asked to add 249 and 437 says " $250 + 440$ is 690

0 ")
• represents a wide range of familiar real-world additive situations involving large numbers as standard number sentences explaining their reasoning

Flexible strategies with fractions and decimals

• uses knowledge of place value and how to partition numbers in different ways to make the calculation easier when adding and subtracting decimals with up to 3 decimal places
• identifies and justifies the need for a common denominator when solving additive problems involving fractions with related denominators
• represents a wide range of familiar real-world additive situations involving decimals and common fractions as standard number sentences, explaining their reasoning

Snapshot – Multiplicative strategies

Numeracy: Number sense and algebra: Multiplicative strategies

Content description

AC9TDI4P02

Learning progression extract

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

Coordinating composite units

• identifies and represents multiplication in various ways and solves simple multiplicative problems using these representations (e.g. represents multiplication as equal groups and arrays)
• identifies and represents division in various ways such as sharing division or grouping division (e.g. to share a carton of 12 eggs equally between 4 people, draws 12 dots and circles 3 groups of 4 with 3 in each share)
• identifies and represents multiplication and division abstractly using the symbols $\times$ and $\div$ (e.g. represents 3 groups of 4 as 3×4; uses $9 \div 3$ to represent 9 pieces of fruit being equally shared by 3 people)

Flexible strategies for single digit multiplication and division

• draws on the structure of multiplication to use known multiples in calculating related multiples (e.g. uses multiples of 4 to calculate multiples of 8)
• interprets a range of multiplicative situations using the context of the problem to form a number sentence (e.g. to calculate the total number of buttons in 2 containers, each with 5 buttons, uses the number sentence $2 \times 5 = ?$; if a packet of 20 pens is to be shared equally between 4, writes $20 \div 4 = ?$)
• demonstrates flexibility in the use of single-digit multiplication facts (e.g. 7 boxes of 6 donuts is 42 donuts altogether because $7 \times 6 = 42$; multiplying any factor by one will always give a product of that factor i.e. $1 \times 6 = 6$; if you multiply any number by zero the result will always be zero)
• uses the commutative and distributive properties of multiplication to aid computation when solving problems (e.g. 5×6 is the same as 6×5; calculates 7×4 by adding 5×4 and 2×4)
• applies mental strategies for multiplication to division and can justify their use (e.g. to divide 64 by 4, halves 64 then halves 32 to get an answer of 16)
• explains the idea of a remainder as what is "left over" from the division (e.g. an incomplete group, lot of, next row or multiple)

Flexible strategies for multiplication and division

• uses multiplication and division as inverse operations to solve problems, including solving problems with digital tools and to justify a solution (e.g. when solving $14 \times ? = 336$ chooses to use division $336 \div 14 = ?$; determines how long it will take to save up for a purchase and tests the effect of changing the amount saved each period)
• uses known mental and written strategies such as using the distributive property, partitioning into place value or factors to solve multiplicative problems involving numbers with up to 3 digits and can justify their use (e.g. $7 \times 83 = 7 \times 80 + 7 \times 3$; to multiply a number by 48, first multiplies by 12 and then multiplies the result by 4; to solve 16×15, uses double and half, such as $16 \times 15 = 8 \times 30$)

• uses estimation and rounding to check the reasonableness of products and quotients (e.g. multiplies 200 200 $2\,0\,0$ by 30 30 $3\,0$ to determine if 6138 6138 $6\,1\,3\,8$ is a reasonable answer to 198×31 198×31 $1\,9\,8 \times 3\,1$)

Snapshot – Multiplicative strategies

Numeracy: Number sense and algebra: Multiplicative strategies

Content description

AC9TDI4P02

Learning progression extract

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

Flexible strategies for single digit multiplication and division

• draws on the structure of multiplication to use known multiples in calculating related multiples (e.g. uses multiples of 4 4 4 to calculate multiples of 8 8 8)

• interprets a range of multiplicative situations using the context of the problem to form a number sentence (e.g. to calculate the total number of buttons in 2 containers, each with 5 buttons, uses the number sentence $2 \times 5 = $ $2 \times 5 = $ $2 \times 5 = ?$; if a packet of 20 20 $2\,0$ pens is to be shared equally between 4 4 4 , writes $20 \div 4 = $ $20 \div 4 = $ $2\,0 \div 4 = ?$)

• demonstrates flexibility in the use of single-digit multiplication facts (e.g. 7 7 7 boxes of 6 6 6 donuts is 42 42 $4\,2$ donuts altogether because $7 \times 6 = 42$ $7 \times 6 = 42$ $7 \times 6 = 4\,2$; multiplying any factor by one will always give a product of that factor i.e. $1 \times 6 = 6$ $1 \times 6 = 6$ $1 \times 6 = 6$; if you multiply any number by zero the result will always be zero)

• uses the commutative and distributive properties of multiplication to aid computation when solving problems (e.g. 5×6 5×6 5×6 is the same as 6×5 6×5 6×5 ; calculates 7×4 7×4 7×4 by adding 5×4 5×4 5×4 and 2×4 2×4 2×4)

• applies mental strategies for multiplication to division and can justify their use (e.g. to divide 64 64 $6\,4$ by 4 4 4 , halves 64 64 $6\,4$ then halves 32 32 $3\,2$ to get an answer of 16 16 $1\,6$)

• explains the idea of a remainder as what is "left over" from the division (e.g. an incomplete group, lot of, next row or multiple)

Flexible strategies for multiplication and division

• uses multiplication and division as inverse operations to solve problems, including solving problems with digital tools and to justify a solution (e.g. when solving $14 \times$ $14\space\times\space$ $1\,4 \times ? = 336$ $= 336$ $= 3\,3\,6$ chooses to use division $336 \div 14 = $ $336 \div 14 =\space$ $3\,3\,6 \div 1\,4 = ?$; determines how long it will take to save up for a purchase and tests the effect of changing the amount saved each period)

• uses known mental and written strategies such as using the distributive property, partitioning into place value or factors to solve multiplicative problems involving numbers with up to 3 3 3 digits and can justify their use (e.g. $7 \times 83 = 7 \times 80 + 7 \times 3$ $7 \times 83 = 7 \times 80 + 7 \times 3$ $7 \times 8\,3 = 7 \times 8\,0 + 7 \times 3$; to multiply a number by 48 48 $4\,8$, first multiplies by 12 12 $1\,2$ and then multiplies the result by 4 4 4 ; to solve 16×15 16×15 $1\,6 \times 1\,5$, uses double and half, such as $16 \times 15 = 8 \times 30$ $16 \times 15 = 8 \times 30$ $1\,6 \times 1\,5 = 8 \times 3\,0$)

• uses estimation and rounding to check the reasonableness of products and quotients (e.g. multiplies 200 200 $2\,0\,0$ by 30 30 $3\,0$ to determine if 6138 6138 $6\,1\,3\,8$ is a reasonable answer to 198×31 198×31 $1\,9\,8 \times 3\,1$)

Flexible strategies for multi-digit multiplication and division

• solves multi-step problems involving multiplicative situations using appropriate mental strategies, digital tools and algorithms (e.g. uses a rate of application to determine the amount of paint required to cover a large area and determines how many tins of paint are required)

• interprets, represents and solves multifaceted problems involving all 4 4 4 operations with natural numbers

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9TDI4P02

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
AC9TDI4P02
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
AC9TDI4P02
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
AC9TDI4P02
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
AC9TDI4P02
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

AC9TDI4P03
generate, communicate and compare designs
-
-

Elaborations
- brainstorming possible design ideas and discussing these with their peers, for example sketching different ideas for a computer game
- discussing whether the needs identified from the are met by generated design ideas, for example

comparing design ideas in pairs for encouraging people to recycle
• ideating multiple design ideas and comparing them against , for example as a class, discussing the needs identified from the and brainstorming multiple design ideas (accepting all suggestions as possibilities)
Students learn to:

generate, communicate and compare designs

(AC9TDI4P03)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

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 .

Generating

• Create possibilities

Generating

• Create possibilities

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.

Generating

• Create possibilities

Related content

This content description can be taught with the following content descriptions from other learning areas.
AC9AMA4C01

Resources

Work Samples

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9TDI4P03

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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9TDI4P03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion

- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9TDI4P03

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 – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9TDI4P03

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 – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9TDI4P03

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

AC9TDI4P04

implement simple as involving and

•

•

Elaborations

• writing and editing programs to solve simple problems using and simple in a environment, for example helping a user understand multiplication by displaying the repeated addition in order

• writing programs that take from the user or environment, for example asking the user for their name and displaying it or sensing the temperature from the environment to make a■decision

• writing programs that make decisions involving comparison, for example comparing whether the temperature is above 25 degrees Celsius to label the weather hot or cold

• writing programs that repeat one or more steps a fixed number of times, for example writing a program that displays repetitive song lyrics, such as in 'Ten in the bed'

• running and testing a program to check it performs as expected, for example a character: 1.■moves forward 2. turns left 3. moves forward

• implementing a program that demonstrates the strict routines and techniques followed by First Nations Australian ranger groups when caring for or handling specific native animals, for example using IF and THEN statements to create a training manual, such as: IF is injured THEN the ranger will

Students learn to:

implement simple algorithms as visual programs involving control structures and in

(AC9TDI4P04)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Create, communicate and collaborate

Measurement and geometry

• Positioning and locating

Elaborations

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

Creating and exchanging

• Create, communicate and collaborate

Creating and exchanging

• Create, communicate and collaborate

Creating and exchanging

• Create, communicate and collaborate

Creating and exchanging

• Create, communicate and collaborate

Creating and exchanging

• Create, communicate and collaborate

Creating and exchanging

• Create, communicate and collaborate

Culture

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

Related content

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

AC9M3N07

AC9M4N09

AC9M4SP02

Resources

Work Samples

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI4P04

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

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9TDI4P04

Learning progression extract

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

Using informal maps and plans

• draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)

• describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher's desk)

• orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)

• locates self on an informal map to select an appropriate path to a given location

Using formal maps and plans

• locates position on maps using grid references (e.g. locates the school in cell E5; uses grid references to identify specific locations on a stage and when creating a stage plan, lighting design or prompt script)

• describes routes using landmarks and directional language including reference to quarter, half, three-quarter turns; turns to the left and right; clockwise and anticlockwise turns (e.g. communicates strategic plays in relation to coaching a team game or sport)

• interprets keys, simple scales and compass directions contained within a map to locate features (e.g. uses a map and compass directions when bush walking or orienteering)

Using proportional thinking for scaling

• interprets the scale used to create plans, drawings or maps (e.g. interprets scale to determine the approximate distance between two locations when orienteering)

• interprets and uses plans and maps involving scale (e.g. creates and interprets scale drawings when designing and making set pieces for a production)

• describes and interprets maps to determine the geographical location and positioning of states and territories within Australia and of countries relative to Australia

• interprets and uses more formal directional language such as compass bearings, degrees of turn, coordinates and distances to locate position or the distance from one location to another (e.g. identifies coordinates using GPS technologies)

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI4P04

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI4P04

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI4P04

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI4P04

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI4P04

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

AC9TDI4P05

discuss how existing and student solutions satisfy the and

•

•

Elaborations

• describing the way familiar allow the user to perform tasks, for example discussing how a family
member could place an order online for something they cannot buy■locally
• discussing how a digital solution meets the different needs of users, for example how maps help
people to locate places in the community or interactive store directories help shoppers to find a
particular store in a shopping centre
• making judgements on their digital solutions against the and , for example how high their friends
score in the game they created to help them learn what is■recyclable
• reflecting on how the systems in the school help it run, for example how the librarian keeps track
of books borrowed
Students learn to:

discuss how existing and student solutions satisfy the design criteria and user stor

(AC9TDI4P05)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum
priorities.
Analysing
• Evaluate actions and outcomes
Speaking and listening
• Interacting
Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to
general capabilities and cross-curriculum priorities. Content elaborations are optional .
Analysing
• Evaluate actions and outcomes
Analysing
• Evaluate actions and outcomes
Analysing
• Evaluate actions and outcomes
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.
Analysing
• Evaluate actions and outcomes
Resources
Work Samples

Snapshot – Evaluate actions and outcomes
Critical and Creative Thinking: Analysing: Evaluate actions and outcomes
Content description
AC9TDI4P05

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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9TDI4P05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9TDI4P05

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

AC9TDI4P05

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

AC9TDI4P05

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

AC9TDI4P06

use the core of common to create, locate and communicate content, following

•
•

Elaborations

• discussing and creating as a class a set of steps they need to follow to safely find information■online
• using an online search engine to find suitable sources to create and communicate information, following agreed steps, for example creating a presentation on life cycles
• grouping, naming and itemising objects using a logical hierarchy, for example creating a section of a virtual library or virtual supermarket using folders and files
• using autocomplete in text authoring tools; for example, using suggestions in a word processor to complete words or sentences, or using predictive text in SMS or messaging

Students learn to:

use the core features of common digital tools to create, locate and communicate co

agreed conventions

(AC9TDI4P06)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Plan

Investigating

• Locate information

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 .

Investigating

• Locate information

Investigating

• Locate information

Managing and operating

• Manage content

Investigating

• Locate information

Resources

Work Samples

WS02 - Clean our school

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9TDI4P06

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 – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9TDI4P06

Continuum extract

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

• locate information through search engines and in documents by applying search terms, and select relevant information

• locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources

• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9TDI4P06

Learning progression extract

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

• listens actively to stay on topic in a small group discussion

• takes an active role in small group and whole-class discussion by volunteering ideas and opinions

• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")

• takes turns in interactions

• interacts using appropriate language in pairs or a small group to complete tasks

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9TDI4P06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- locate information through search engines and in documents by applying search terms, and select relevant information
- locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9TDI4P06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- locate information through search engines and in documents by applying search terms, and select relevant information
- locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources

Snapshot – Manage content

Digital Literacy: Managing and operating: Manage content

Content description

AC9TDI4P06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- save and retrieve content with an agreed name
- save and retrieve content in agreed locations with an appropriate name
- store content using appropriate names and folders for ease of retrieval

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9TDI4P06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying search terms, and select relevant information
• locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources

Resource – WS02 - Clean our school

By the end of Year 3, students order and represent natural numbers beyond 10 000.■They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations.■Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies.■Students represent unit fractions and their multiples in different ways.■They make estimates and determine the reasonableness of financial and other calculations.■Students find unknown values in number sentences involving addition and subtraction.■They create algorithms to investigate numbers and explore simple patterns.

Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events.■They identify angles as measures of turn and compare them to right angles.■Students estimate and compare measures of duration using formal units of time.■They represent money values in different ways.■Students make, compare and classify objects using key features. They interpret and create two-dimensional representations of familiar environments.

Students conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context.■They record, represent and compare data they have collected. Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning.■They conduct repeated chance experiments and discuss variation in results.

AC9M3A02

extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator

AC9M3SP02

interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other

AC9M3ST01

acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets

AC9M3ST02

create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context

AC9M3ST03

conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest

AC9TDI4P07

use the core of common to share content, plan tasks, and collaborate, following agreed behaviours, supported by

•

•

Elaborations

• using an agreed folder to make it easy for students to collaborate on shared content in a group project

• demonstrating safe sharing of content with a select audience, for example sharing a holiday adventure without revealing exact dates, specific names or other personal information

• listening to others when participating in online environments to share content, for example respecting the rights of others by taking turns to suggest and add words or images to a factual slide deck to share with the teacher

• interacting cooperatively in a group in an online environment to plan and complete a task, for example writing and responding to others' views on canteen products

• using to plan an event as a class, for example jointly creating a class survey to help plan an end-of-year party, where responses conform to the class's accepted behavioural■expectations

Students learn to:

use the core features of common digital tools to share content, plan tasks, and colla

following agreed behaviours, supported by trusted adults

(AC9TDI4P07)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Create, communicate and collaborate

Practising digital safety and wellbeing

• Manage online safety

• Manage digital privacy and identity

Managing and operating

• Manage content

• Select and operate tools

Social management

• Communication

• Collaboration

Elaborations

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

Managing and operating

• Manage content

Social management

• Collaboration

Practising digital safety and wellbeing

• Manage digital privacy and identity

Social management

• Communication

Practising digital safety and wellbeing

• Manage online safety

Practising digital safety and wellbeing

• Manage online safety

Creating and exchanging

• Create, communicate and collaborate

Managing and operating

• Select and operate tools

Statistics and probability

• Interpreting and representing data

Related content

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

areas.
AC9HP4P08
Resources
Work Samples
WS02 - Clean our school

Snapshot – Create, communicate and collaborate
Digital Literacy: Creating and exchanging: Create, communicate and collaborate
Content description
AC9TDI4P07
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

Snapshot – Manage online safety
Digital Literacy: Practising digital safety and wellbeing: Manage online safety
Content description
AC9TDI4P07
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe
• report negative or harmful online behaviour by seeking help from trusted adults
• report negative or harmful online behaviour to trusted adults and know how to report it in online tools
• recognise when to step away from negative online social interactions

Snapshot – Manage digital privacy and identity
Digital Literacy: Practising digital safety and wellbeing: Manage digital privacy an
Content description
AC9TDI4P07
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 – Manage content
Digital Literacy: Managing and operating: Manage content
Content description
AC9TDI4P07
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• save and retrieve content with an agreed name
• save and retrieve content in agreed locations with an appropriate name
• store content using appropriate names and folders for ease of retrieval

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI4P07

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9TDI4P07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9TDI4P07

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 – Manage content

Digital Literacy: Managing and operating: Manage content

Content description

AC9TDI4P07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• save and retrieve content with an agreed name
• save and retrieve content in agreed locations with an appropriate name
• store content using appropriate names and folders for ease of retrieval

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9TDI4P07

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 – Manage digital privacy and identity

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

Content description

AC9TDI4P07

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9TDI4P07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Manage online safety

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

Content description

AC9TDI4P07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe
• report negative or harmful online behaviour by seeking help from trusted adults
• report negative or harmful online behaviour to trusted adults and know how to report it in online tools
• recognise when to step away from negative online social interactions

Snapshot – Manage online safety

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

Content description

AC9TDI4P07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe
• report negative or harmful online behaviour by seeking help from trusted adults
• report negative or harmful online behaviour to trusted adults and know how to report it in online tools
• recognise when to step away from negative online social interactions

Snapshot – Create, communicate and collaborate

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

Content description

AC9TDI4P07

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI4P07

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 – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9TDI4P07

Learning progression extract

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

Basic one-to-one data displays

• poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
• displays and describes one variable data in lists or tables
• communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)
• responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Collecting, displaying and interpreting categorical data

• designs survey questions to collect categorical data (e.g. creates a suite of survey questions to plan the end of year class party)
• collects, records and displays one-variable data in variety of ways such as tables, charts, plots and graphs using the appropriate digital tools (e.g. uses a spreadsheet to record data collected in a class survey and generates a column graph to display the results)
• displays and interprets categorical data in one-to-many data displays
• interprets and represents categorical data in simple displays such as bar and column graphs, pie charts, models, maps, colour wheels, and pictorial timelines, and makes simple inferences from such displays
• makes comparisons from categorical data displays using relative heights from a common baseline (e.g. compares the heights of the columns in a simple column graph to determine the tallest and recognises this as the most frequent response)

Collecting, displaying and interpreting numerical data

• collects and records discrete numerical data using an appropriate method for recording (e.g. uses a frequency table to record the experimental results for rolling a dice; records sample measurements taken during a science investigation)
• constructs graphical representations of numerical data and explains the difference between continuous and discrete data (e.g. explains that measurements such as length, mass and temperature are continuous data whereas a count such as the number of people in a queue is discrete)
• explains how data displays can be misleading (e.g. whether a scale should start at zero; not using uniform intervals on the axes)
• interprets visual representations of data displayed using a multi-unit scale, reading values between the marked units and describing any variation and trends in the data

AC9TDI4P08

access their school account using a memorised password and explain why it should be easy to remember, but hard for others to guess

•

Elaborations

• recalling their school username and password from memory to login to a school laptop or■desktop

• explaining how keeping a password secret prevents others from accessing their , for example how their work is saved in their account and can only be accessed using their secret password

• exploring techniques to create an easy to remember and hard to guess password, for example creating a password using 3 unrelated but easy to remember words

Students learn to:

access their school account using a memorised password and explain why it shoul remember, but hard for others to guess

(AC9TDI4P08)

General capabilities and cross-curriculum priorities

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

Managing and operating

• Protect content

• Select and operate tools

Elaborations

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

Managing and operating

• Protect content

Managing and operating

• Protect content

Managing and operating

• Protect content

Snapshot – Protect content

Digital Literacy: Managing and operating: Protect content

Content description

AC9TDI4P08

Continuum extract

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

• save and access content in their individual school account

• save and access content in shared folders using their individual school account

• protect content when sharing with peers and trusted adults by setting appropriate access controls

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9TDI4P08

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 – Protect content

Digital Literacy: Managing and operating: Protect content

Content description

AC9TDI4P08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- save and access content in their individual school account
- save and access content in shared folders using their individual school account
- protect content when sharing with peers and trusted adults by setting appropriate access controls

Snapshot – Protect content

Digital Literacy: Managing and operating: Protect content

Content description

AC9TDI4P08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- save and access content in their individual school account
- save and access content in shared folders using their individual school account
- protect content when sharing with peers and trusted adults by setting appropriate access controls

AC9TDI4P09

identify what personal is stored and shared in their online accounts and discuss any associated risks

-
-

Elaborations

• identifying the personal stored in accounts they use at school and at home and who has access to it, for example documents in their school cloud storage are accessible by the teacher, or their nickname in their online gaming accounts is visible to all players

• discussing how personal stored in online accounts forms a person's digital identity and can reveal detailed information about people, for example looking at photographs of themselves, friends or fictional characters that reveal details about a person's location, habits or home

Students learn to:

identify what personal data is stored and shared in their online accounts and discus
risks

(AC9TDI4P09)

General capabilities and cross-curriculum priorities

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

Practising digital safety and wellbeing

• Manage digital privacy and identity

Managing and operating

• Protect content

Responding to ethical issues

• Explore ethical issues
• Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

• Explore ethical concepts

Elaborations

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

Practising digital safety and wellbeing

• Manage digital privacy and identity

Managing and operating

• Protect content

Responding to ethical issues

• Explore ethical issues

• Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

• Explore ethical concepts

Practising digital safety and wellbeing

• Manage digital privacy and identity

Managing and operating

• Protect content

Responding to ethical issues

• Explore ethical issues

• Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

• Explore ethical concepts

Related content

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

AC9HP4P10

Snapshot – Manage digital privacy and identity

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

Content description

AC9TDI4P09

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 – Protect content

Digital Literacy: Managing and operating: Protect content

Content description

AC9TDI4P09

Continuum extract

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

• save and access content in their individual school account

• save and access content in shared folders using their individual school account

• protect content when sharing with peers and trusted adults by setting appropriate access controls

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9TDI4P09

Continuum extract

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

• identify different perspectives and approaches when discussing ethical issues from a given example
• use examples to describe how people may have different values and perspectives that they apply to an ethical issue
• describe how ethical perspectives or approaches to ethical issues may vary in different situations

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on et

Content description

AC9TDI4P09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify■examples of how perspectives and■values influence decision-making
• describe decision-making processes with reference to ethical perspective and■values
• consider alternative■ethical responses■to an issue when making and reflecting on ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9TDI4P09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
• identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
• identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

Snapshot – Manage digital privacy and identity

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

Content description

AC9TDI4P09

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 – Protect content

Digital Literacy: Managing and operating: Protect content

Content description

AC9TDI4P09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• save and access content in their individual school account
• save and access content in shared folders using their individual school account
• protect content when sharing with peers and trusted adults by setting appropriate access controls

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9TDI4P09

Continuum extract

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

• identify different perspectives and approaches when discussing ethical issues from a given example
• use examples to describe how people may have different values and perspectives that they apply to an ethical issue
• describe how ethical perspectives or approaches to ethical issues may vary in different situations

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on et

Content description

AC9TDI4P09

Continuum extract

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

• identify■examples of how perspectives and■values influence decision-making
• describe decision-making processes with reference to ethical perspective and■values
• consider alternative■ethical responses■to an issue when making and reflecting on ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9TDI4P09

Continuum extract

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

• identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
• identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
• identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

Snapshot – Manage digital privacy and identity

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

Content description

AC9TDI4P09

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 – Protect content

Digital Literacy: Managing and operating: Protect content

Content description

AC9TDI4P09

Continuum extract

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

• save and access content in their individual school account
• save and access content in shared folders using their individual school account
• protect content when sharing with peers and trusted adults by setting appropriate access controls

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9TDI4P09

Continuum extract

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

• identify different perspectives and approaches when discussing ethical issues from a given example
• use examples to describe how people may have different values and perspectives that they apply to an ethical issue
• describe how ethical perspectives or approaches to ethical issues may vary in different situations

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on et

Content description

AC9TDI4P09

Continuum extract

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

• identify■examples of how perspectives and■values influence decision-making
• describe decision-making processes with reference to ethical perspective and■values
• consider alternative■ethical responses■to an issue when making and reflecting on ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explore

Content description

AC9TDI4P09

Continuum extract

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

• identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
• identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
• identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context