(no-code)

examine how particular structural features and behaviours of living things enable their survival in specific

•

Elaborations

• identify physical and behavioural that enable a plant or animal to survive, such as being able to see in dim light and being nocturnal
• exploring features of plants and animals that enable them to survive in Australia's desert , such as bottle (or boab) trees and the water-holding frog
• investigating how camouflage is used by animals to hide from predators and to ambush prey
• using physical or digital to explore how the shape of animals' body parts, such as the beak of a particular bird species, influence their ability to find food and survive in a given
• investigating First Nations Australians' knowledges of the structural features of certain species and how those features can be exploited

Students learn to:

examine how particular structural features and behaviours of living things enable th

specific habitats

(AC9S5U01)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

Inquiring

• Identify, process and evaluate information

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Investigating

• Acquire and collate data

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.
• The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing■systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development■and management of Country/Place.

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S5U01

Continuum extract

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

• 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

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U01

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U01

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U01

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U01

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U01

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S5U01

Continuum extract

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

• collect and access data using a range of digital tools and methods in response to a defined question

• collect and access data using a range of digital tools and methods in response to a defined question or problem

• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

perspectives

Content description

AC9S5U01

Continuum extract

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

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,

and describe how perspectives may be influenced by cultural beliefs and practices

AC9S5U02

describe how , , and cause slow or rapid change to Earth’s surface

•

•

Elaborations

• identifying types of caused by mechanical means such as by wind abrasion, cycles of extreme heat or cold, and frost wedging; and biological means such as by plants and tree roots
• exploring how can be caused by moving air or moving water and how substances such as surface soil are relocated, and identifying examples of on a local or regional scale
• analysing the difference between and and comparing the timescales over which these processes can occur
• modelling the effects of on a simulated landscape and exploring factors that mitigate its effects
• investigating how humans have changed local landscapes and predicting the effect these changes might have on rates of
• considering how First Nations Australians are impacted by the rapid of sand dunes and the resulting effect of saltwater on culturally significant freshwater swamps
• considering the effects of significant rainfall, such as a monsoon, on the and of river sediments in the region

Students learn to:

describe how weathering, erosion, transportation and deposition cause slow or rapi

Earth’s surface

(AC9S5U02)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

Inquiring

• Identify, process and evaluate information

Systems

• All life forms, including human life, are connected through Earth’s systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Design

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

Measurement and geometry

• Understanding units of measurement

Number sense and algebra

• Proportional thinking

Systems

• Social, economic and political systems influence the sustainability of Earth’s systems.

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.
• The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing■systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development■and management of Country/Place.

Measurement and geometry

• Understanding units of measurement

Knowing Asia and its diversity

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

Related content

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

AC9HS5K05

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S5U02

Continuum extract

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

• 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
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U02

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U02

Continuum extract

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

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

information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S5U02

Learning progression extract

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

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text
• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)

• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn’t know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S5U02

Learning progression extract

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

Using metric units

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

Angles as measures of turn

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

Using metric units

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

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Converting units

• converts between metric units of measurement of the same attribute (e.g. converts centimetres into millimetres by multiplying by 10 10 1 0 ; uses the consistent naming of metric prefixes to convert between adjacent units)
• describes and uses the relationship between metric units of measurement and the base- 10 10 1 0 place value system to accurately measure and record measurements using decimals

Using metric units and formulas

• establishes and uses formulas and metric units for calculating the area of rectangles and triangles

Angles as measures of turn

• measures and uses key angles (45 45 4 5 ■, 90 90 9 0 ■, 180 180 1 8 0 ■, 360 360 3 6 0 ■) to define other angles according to their size (e.g. measures a right angle to be 90■ and uses this to determine if 2 2 2 lengths are perpendicular)

Snapshot – Proportional thinking

Numeracy: Number sense and algebra: Proportional thinking

Content description

AC9S5U02

Learning progression extract

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

Understanding percentages and relative size

• explains that a percentage is a proportional relationship between a quantity and 100 100 1 0 0 (e.g. 25 25 2 5 % means 25 25 2 5 for every one hundred)
• demonstrates that 100 100 1 0 0 % is a complete whole (e.g. explains that in order to get 100 100 1 0 0 % on a quiz, you must answer every question correctly)
• uses percentage to describe, represent and compare relative size (e.g. selects which beaker is 75 75 7 5 % full, describes an object as 50 50 5 0 % of another object; describes and represents clean air as having 21 21 2 1 % oxygen)
• recognises that complementary percentages add to give 100 100 1 0 0 % and applies to situations (e.g. if 10 10 1 0 % of the jellybeans in a jar are black then 90 90 9 0 % are not black)

Determines a percentage as a part of a whole

• explains and fluently uses interchangeably the equivalence relationship between a fraction, decimal and percentage (e.g. 1 2 = 0.5 = 50 \frac12 = 0.5 = 50 2 1 ■ = 0 . 5 = 5 0 %; explains that at quarter time, 75 75 7 5 % of the game is left to play; ; interchangeably refers to a response from 50 50 5 0 %, 0.5 0.5 0 . 5 or half of the audience when evaluating how an audience responded to an aspect of a performance)
• uses key percentages and their equivalences to determine the percentage of a quantity (e.g. to solve 75 75 7 5 % of 160 160 1 6 0 , knows that 50 50 5 0 % [half] of 160 160 1 6 0 is 80 80 8 0 , and 25 25 2 5 % [quarter] is 40 40 4 0 so 75 75 7 5 % is 120 120 1 2 0)
• calculates a percentage of an amount (e.g. interprets that a 15 15 1 5 % discount on an $ 80 \$80 $ 8 0 purchase means 15 15 1 5 % × $ 80 \times \space\$80 × $ 8 0 and determines 10 10 1 0 % × $ 80 \times\space\$80 × $ 8 0 is $ 8 \$8 $ 8 , so 5 5 5 % × $ 80 \times\space\$80 × $ 8 0 is $ 4 \$4 $ 4 therefore 15 15 1 5 % × $ 80 \times \$80 × $ 8 0 is $ 8 + $ 4 = $ 12 \$8 + \$4 = \$12 $ 8 + $ 4 = $ 1 2 ; calculates the amount of sugar/fat in a breakfast cereal to make a recommendation on a healthy choice, such as 12 12 1 2 % of 250 250 2 5 0 grams = 30 30 3 0 grams)
• expresses one quantity as a percentage of another (e.g. determines what percentage 7 7 7 is of 35 35 3 5 ; determines what percentage 10 10 1 0 millilitres is of 200 200 2 0 0 millilitres when calculating appropriate doses of medicine)

• uses the complement of the percentage to calculate the amount after a percentage discount (e.g. to calculate how much to pay after a 20 20 2 0 % discount, calculates 80 80 8 0 % of the original cost)

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S5U02

Learning progression extract

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

Introducing metric units

• recognises standard metric units are used to measure attributes of shapes, objects and events (e.g. identifies units used to measure everyday items; recognises that distances in athletic events are measured in metres such as 100 and 200 metre races)

• uses the array structure to calculate area measured in square units (e.g. draws and describes the column and row structure to represent area as an array of square units, moving beyond counting of squares by ones)

• estimates the measurement of an attribute by visualising between known informal units (e.g. uses a cup to measure a half cup of rice; determines that about 3 3 3 sheets of paper would fit across a desk, and close to 6 6 6 might fit along it, so the area of the desk is about 18 18 1 8 sheets of paper)

• explains the difference between different attributes of the same shape or object and their associated metric units (e.g. length, mass and capacity)

Angles as measures of turn

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

Using metric units

• measures, compares and estimates length, perimeter and area of a surface using metric units (e.g. traces around their hand on centimetre grid paper and counts the number of squares to estimate the area of their hand print to be about 68 68 6 8 square centimetres)

• uses scaled instruments to measure length, mass, capacity and temperature, correctly interpreting any unlabelled calibrations (e.g. 3 3 3 marks between the numbered marks for kilograms means each gap represents 250 250 2 5 0 grams, so it's divided into quarter kilogram intervals)

• estimates measurements of an attribute using metric units (e.g. estimates the width of their thumb is close to a centimetre; compares the mass of 2 2 2 bags of fruit by hefting and says "this one feels like it weighs more than a kilogram"; approximates capacities based on the known capacity of a 600 600 6 0 0 -millilitre bottle of water)

Angles as measures of turn

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

Using metric units

• calculates perimeter using properties of two-dimensional shapes to determine unknown lengths

• measures and calculates the area of different shapes using metric units and a range of strategies

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

AC9S5U03

identify sources of light, recognise that light travels in a straight path and describe how shadows are formed and light can be and

•

Elaborations

• distinguishing between natural (such as glow worms, the sun and stars) and artificial (such as light bulbs or candles) sources of light
• investigating the shadows that are formed when light is completely or partially blocked by an object, such as when using a sundial or shadow puppets
• drawing ray diagrams to show how the path of light from a source reflects off surfaces into the eye
• observing refraction of light using prisms or water droplets and examining the rainbow effect produced
• exploring how 'holograph' videos use the refractive of light to create an image that appears to be 3-dimensional
• exploring the use of reflection of light by mirrors such as in periscopes and mirror mazes
• recognising First Nations Australians' understanding of refraction as experienced in spearfishing and in shimmering body paint, and reflection as evidenced by selected for construction of housing

Students learn to:

identify sources of light, recognise that light travels in a straight path and describe are formed and light can be reflected and refracted

(AC9S5U03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

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

Country/Place

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

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U03

Continuum extract

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

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U03

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U03

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U03

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U03

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U03

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U03

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S5U03

Continuum extract

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

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

• examine how cultural beliefs or practices influence their own perspectives, and those of others,

when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

AC9S5U04

explain of solids, liquids and gases by modelling the motion and arrangement of particles

•

Elaborations

• classifying substances as solids, liquids and gases and investigating their
• exploring examples that demonstrate that gases have , such as blowing air through straws to move objects or using a balance to compare an empty balloon to one filled with air
• using role-play to the arrangement and motion of particles in solids, liquids and gases
• observing a virtual demonstration of coloured gases being compressed and providing an for the change in colour intensity
• exploring, through guided discussion, ideas about what is between particles
• recognising First Nations Australians' knowledges and understandings of solids, liquids and gases and how these knowledges are applied in a range of processes and practices, including the extraction of oils, medical therapies and cooking

Students learn to:

explain observable properties of solids, liquids and gases by modelling the motion of particles

(AC9S5U04)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Speaking and listening

• Interacting

Generating

• Consider alternatives

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

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.

AC9TDE6K05

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual

information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S5U04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• 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
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9S5U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S5U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

AC9S5H01

examine why advances in science are often the result of collaboration or build on the work of others

•
•

Elaborations

• researching how the recent discovery of a biofluorescent flying squirrel led to discoveries of more fluorescent mammals, such as wombats, bilbies, echidna and bandicoots as scientists collaborated with other scientists across fields of science and internationally
• researching why European naturalists and scientists first thought the platypus was a faked animal, and how scientists such as those in the Platypus Conservation Initiative are collaborating in ongoing research to understand the features and behaviours of platypuses
• investigating how contemporary soil management practices adapt and build on First Nations Australians' fire management and agricultural practices
• exploring why developing new mitigation techniques such as contour banks and strip cropping requires geologists, hydrologists and farmers to collaborate
• exploring how understanding of light and optics has developed by comparing the ideas of Plato, Euclid, Ptolemy, Ibn al-Haytham and Roger Bacon

Students learn to:

examine why advances in science are often the result of collaboration or build on th

(AC9S5H01)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Elaborations

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

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Culture

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

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Analysing

• Interpret concepts and problems

• Draw conclusions and provide reasons

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9S5H01

Continuum extract

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

• 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

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5H01

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S5H01

Learning progression extract

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

Comprehension

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

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S5H01

Learning progression extract

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

Comprehension

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

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5H01

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S5H01

Learning progression extract

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

Comprehension

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

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

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

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

• uses knowledge of prefixes and suffixes to read and interpret unfamiliar words

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

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S5H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9S5H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S5H01

Learning progression extract

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

Comprehension

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

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S5H01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9S5H01

Continuum extract

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

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

AC9S5H02

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions

•

•

Elaborations

• considering how decisions are made to farm particular crops or animals depending on local , such as considering their ability to withstand drought or cold weather

• examining how communities use knowledge of processes to design landscape features that reduce in fragile

• examining how knowledge of is used by park rangers to design rules such as keeping to the path and not climbing sandstone, and built features such as channel drains on paths, railings and barriers to protect the park and First Nations Australians' heritage sites

• researching the impacts of light pollution and exploring how communities have used scientific knowledge to reduce light pollution, such as through the use of covered bulbs facing downwards in streetlights, automated to turn off streetlights and motion sensors on outdoor lights at home and in public places

• investigating how and why people used of light to design signal lamps to communicate via Morse code and where they continue to be used

Students learn to:

investigate how scientific knowledge is used by individuals and communities to ide consider responses and make decisions

(AC9S5H02)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Social awareness

• Community awareness

Social management

• Decision-making

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 .

Social awareness

• Community awareness

Social management

• Decision-making

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Social awareness

• Community awareness

Social management

• Decision-making

Design

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

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.

• The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing■systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development■and management of Country/Place.

Design

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

Inquiring

• Identify, process and evaluate information

Social awareness

• Community awareness

Social management

• Decision-making

Inquiring

• Identify, process and evaluate information

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5H02

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9S5H02

Continuum extract

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

• describe the various communities beyond their own and what they can do to support them

• explain the way their actions and the actions of others influence communities

• analyse roles and responsibilities of citizens within communities

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9S5H02

Continuum extract

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

• describe factors that influence decision-making and predict outcomes of individual and group decisions

• explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

• devise and analyse individual and group decision-making processes

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9S5H02

Continuum extract

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

• describe the various communities beyond their own and what they can do to support them

• explain the way their actions and the actions of others influence communities

• analyse roles and responsibilities of citizens within communities

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9S5H02

Continuum extract

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

• describe factors that influence decision-making and predict outcomes of individual and group decisions

• explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

• devise and analyse individual and group decision-making processes

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9S5H02

Continuum extract

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

• describe the various communities beyond their own and what they can do to support them

• explain the way their actions and the actions of others influence communities

• analyse roles and responsibilities of citizens within communities

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9S5H02

Continuum extract

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

• describe factors that influence decision-making and predict outcomes of individual and group decisions

• explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

• devise and analyse individual and group decision-making processes

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9S5H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the various communities beyond their own and what they can do to support them
• explain the way their actions and the actions of others influence communities
• analyse roles and responsibilities of citizens within communities

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9S5H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe factors that influence decision-making and predict outcomes of individual and group decisions
• explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
• devise and analyse individual and group decision-making processes

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5H02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

AC9S5I01

pose investigable questions to identify and test and make reasoned predictions

•
•

Elaborations

• posing questions that can be investigated scientifically, such as: ‘Do all animals which live in desert have ways to survive without water?’
• acknowledging and using information from First Nations Australians to guide the formulation of

investigable questions about structural features and behaviours of living things
• posing investigable questions about landscape features and how they were changed by , , or
• asking questions and making predictions to test , such as: ‘Will there be more of steeper slopes? Will this organisation of mirrors enable me to see around corners? Are animals that camouflage well more likely to survive predation?’
• making reasoned predictions about the a plant or animal lives in or the effect of light interacting with an object
Students learn to:

pose investigable questions to identify patterns and test relationships and make rea predictions

(AC9S5I01)

General capabilities and cross-curriculum priorities

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

Generating

• Put ideas into action

Inquiring

• Develop questions

Speaking and listening

• Interacting

Elaborations

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

Inquiring

• Develop questions

Inquiring

• Develop questions

Culture

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

Inquiring

• Develop questions

Speaking and listening

• Interacting

Generating

• Put ideas into action

Inquiring

• Develop questions

Speaking and listening

• Interacting

Generating

• Put ideas into action

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S5I01

Continuum extract

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

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S5I01

Continuum extract

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

• develop■questions to examine unfamiliar ideas and topics

• questions developed support the process of improving knowledge and understanding about a topic or investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

• develop questions to investigate complex issues and topics

• questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S5I01

Learning progression extract

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

• 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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S5I01

Continuum extract

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

• develop■questions to examine unfamiliar ideas and topics

• questions developed support the process of improving knowledge and understanding about a topic or investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
• develop questions to investigate complex issues and topics
• questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S5I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
• develop questions to investigate complex issues and topics
• questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S5I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
• develop questions to investigate complex issues and topics
• questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S5I01

Learning progression extract

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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S5I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9S5I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
• develop questions to investigate complex issues and topics
• questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S5I01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• 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
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S5I01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

AC9S5I02

plan and conduct to answer questions, including, as appropriate, deciding the to be changed, measured and controlled in ; describing potential risks; planning for the safe use of equipment and ; and identifying required permissions to conduct on

•
•

Elaborations

• considering different ways to approach , such as researching, using trial and error, experimental testing, field , using to record or development of virtual
• planning and recording the method to be used in an so that it could be repeated by someone else
• making decisions on the to be changed, measured and controlled in , such as measuring the length and size of a shadow formed by different light sources
• using a map or aerial photographs to predict local sites likely to be affected by , and collaboratively planning a field excursion to collect
• explaining rules for safe processes and use of equipment and , and potential risks to themselves or others when conducting an
• consulting with First Nations Australians to identify local areas that require permission before accessing
• consulting with First Nations Australians to guide the planning of scientific , considering potential risks for field

Students learn to:

plan and conduct repeatable investigations to answer questions, including, as appr the variables to be changed, measured and controlled in fair tests; describing poter planning for the safe use of equipment and materials; and identifying required perm conduct investigations on Country/Place

(AC9S5I02)

General capabilities and cross-curriculum priorities

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

Responding to ethical issues

• Explore ethical issues

Culture

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

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

• Acquire and collate data

Speaking and listening

• Interacting

• Speaking

Generating

• Put ideas into action

Generating

• Put ideas into action

Generating

• Put ideas into action

Generating

• Put ideas into action

Responding to ethical issues

• Explore ethical issues

Culture

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

Responding to ethical issues

• Explore ethical issues

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.

AC9M5ST03

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9S5I02

Continuum extract

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

• 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

• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S5I02

Continuum extract

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

• collect and access data using a range of digital tools and methods in response to a defined question

• collect and access data using a range of digital tools and methods in response to a defined question or problem

• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S5I02

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 – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9S5I02

Learning progression extract

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

Crafting ideas

• creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
• uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
• adjusts register according to purpose and audience
• elaborates on ideas using a short sequence of sentences
• incorporates learnt content into spoken text
• sequences ideas and events appropriately
• uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
• varies volume and intonation to suit purpose and audience
• plans and delivers spoken presentations using appropriate structure and language
• includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

• experiments with vocabulary drawn from a variety of sources
• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
• uses a range of vocabulary to indicate connections (e.g. consequences)

• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics
• includes details and elaborations to expand ideas
• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
• rehearses spoken text to accommodate time and technology
• controls tone, volume, pitch and pace to suit content and audience
• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
• uses some rhetorical devices (e.g. "don’t you agree?")

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
• organises more complex ideas or concepts logically, selecting details to accentuate key points
• speaks audibly and coherently to a less familiar audience for a sustained period
• shows increasing awareness of audience by moderating length, content and delivery of spoken texts
• adjusts register according to purpose and audience
• does research to prepare spoken texts
• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
• uses language creatively (e.g. "the moon shines bravely")
• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
• consistently uses a range of synonyms to add variety and precision to spoken text
• uses abstractions (e.g. "freedom", "fairness")

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S5I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S5I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their

effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S5I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S5I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9S5I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9S5I02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

AC9S5I03

use equipment to observe, measure and record with reasonable , using as appropriate

•
•

Elaborations

• exploring which equipment gives the most reasonable for the measurements of required in the
• exploring the of measurements of different equipment such as a cup compared with a measuring jug and discussing why is important in measurement
• recording using standard units, such as grams, second and metre, and developing the use of standard prefixes for metric units such as kilo- and milli-
• recording in tables and diagrams or electronically as digital images and spreadsheets

Students learn to:

use equipment to observe, measure and record data with reasonable precision, usin appropriate

(AC9S5I03)

General capabilities and cross-curriculum priorities

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

Investigating

• Acquire and collate data

Measurement and geometry

• Understanding units of measurement

Number sense and algebra

• Number and place value

Statistics and probability

• Interpreting and representing data

Elaborations

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

Generating

• Put ideas into action

Statistics and probability

• Interpreting and representing data

Generating

• Put ideas into action

Generating

• Put ideas into action

Measurement and geometry

• Understanding units of measurement

Investigating

• Acquire and collate data

Statistics and probability

• Interpreting and representing data

Related content

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

AC9HS5S02
AC9M5M01

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S5I03

Continuum extract

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

• collect and access data using a range of digital tools and methods in response to a defined

question
• collect and access data using a range of digital tools and methods in response to a defined question or problem
• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S5I03

Learning progression extract

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

Using metric units

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

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Converting units

• converts between metric units of measurement of the same attribute (e.g. converts centimetres into millimetres by multiplying by 10 10 1 0 ; uses the consistent naming of metric prefixes to convert between adjacent units)
• describes and uses the relationship between metric units of measurement and the base- 10 10 1 0 place value system to accurately measure and record measurements using decimals

Using metric units and formulas

• establishes and uses formulas and metric units for calculating the area of rectangles and triangles

Angles as measures of turn

• measures and uses key angles (45 45 4 5 ■, 90 90 9 0 ■, 180 180 1 8 0 ■, 360 360 3 6 0 ■) to define other angles according to their size (e.g. measures a right angle to be 90■ and uses this to determine if 2 2 2 lengths are perpendicular)

Using metric units and formulas

• establishes and uses formulas for calculating the area of parallelograms, trapeziums, rhombuses and kites
• establishes and uses formulas for calculating the volume and surface area of a range of right prisms

Circle measurements

• informally estimates the circumference of a circle using the radius or diameter
• establishes the relationship between the circumference and the diameter of a circle as the constant π \pi π
• calculates the circumference and the area of a circle using π \pi π and a known diameter or radius

Snapshot – Number and place value

Numeracy: Number sense and algebra: Number and place value

Content description

AC9S5I03

Learning progression extract

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

Numeral recognition and identification

• identifies, reads, writes and interprets decimal numbers applying knowledge of the place value periods of tenths, hundredths and thousandths and beyond

Place value

• compares the size of decimals to other numbers including natural numbers and decimals expressed to different numbers of places (e.g. selects 0.35 0.35 0 . 3 5 as the greatest number from the set 0.2 , 0.125 , 0.35 0.2, 0.125, 0.35 0 . 2 , 0 . 1 2 5 , 0 . 3 5 ; explains that 2 2 2 is greater than 1.845 1.845 1 . 8 4 5)
• describes the multiplicative relationship between the adjacent positions in place value for decimals (e.g. understands that 0.2 0.2 0 . 2 is 10 10 1 0 times as great as 0.02 0.02 0 . 0 2 and that 100 100 1 0 0 times 0.005 0.005 0 . 0 0 5 is 0.5 0.5 0 . 5)
• compares and orders decimals greater than one including those expressed to an unequal number of places (e.g. compares the heights of students in the class that are expressed in metres such as 1.6 1.6 1 . 6 m is taller than 1.52 1.52 1 . 5 2 m; correctly orders the numbers 1.4 1.4 1 . 4 , 1.375 1.375 1 . 3 7 5 and 2.15 2.15 2 . 1 5 from least to greatest)
• rounds decimals to one and 2 decimal places for a purpose

Numeral recognition and identification

• reads, represents, interprets and uses negative numbers in computation (e.g. explains that the temperature – 10 10 1 0 °C is colder than the temperature – 2.5 2.5 2 . 5 °C; recognises that negative numbers are less than zero; locates – 12 12 1 2 on a number line)

Place value

• identifies that negative numbers are integers that represent both size and direction (e.g. uses a number line to represent position and order negative numbers; uses negative numbers in financial contexts such as to model an overdrawn account)
• understands that multiplying and dividing numbers by 10 , 100 , 1000 10, 100, 1000 1 0 , 1 0 0 , 1 0 0 0 changes the positional value of the digits (e.g. explains that 100 100 1 0 0 times 0.125 0.125 0 . 1 2 5 is 12.5 12.5 1 2 . 5 because each digit value in 0.125 0.125 0 . 1 2 5 is multiplied by 100 100 1 0 0 , so 100 × 0.1 100 \times 0.1 1 0 0 × 0 . 1 is 10 10 1 0 , 100 × 0.02 100 \times 0.02 1 0 0 × 0 . 0 2 is 2 2 2 and 100 × 0.005 100 \times 0.005 1 0 0 × 0 . 0 0 5 is 0.5 0.5 0 . 5 ; converts between units of centimetres and millimetres when planning, measuring and marking materials for cutting)
• rounds decimals to a specified number of decimal places for a purpose (e.g. the mean distance thrown in a school javelin competition was rounded to 2 2 2 decimal places; if the percentage profit was calculated as 12.467921 12.467921 1 2 . 4 6 7 9 2 1 %, rounds the calculation to 12.5 12.5 1 2 . 5 %)

Numeral recognition and identification

• identifies, reads and interprets very large numbers and very small numbers (e.g. reads that the world population is estimated to be seven billion and interprets this to mean 7 7 7 000 000 0 0 0 000 000 0 0 0 000 000 0 0 0 or 7 × 1 0 9 7 \times 10^9 7 × 1 0 9 ; interprets the approximate mass of protons and neutrons as 1.67 × 1 0 – 24 1.67 \times10^{-24} 1 . 6 7 × 1 0 – 2 4 g; identifies and interprets the value of national government debt)

Place value

• compares and orders very large numbers and very small numbers (e.g. understands the relative size of very large time scales such as a millennium)
• relates place value parts to exponents (e.g. 1000 1000 1 0 0 0 is 100 100 1 0 0 times greater than 10 10 1 0 , and that is why 10 × 1 0 2 = 1 0 3 10 \times 10^2 = 10^3 1 0 × 1 0 2 = 1 0 3 and why 1 0 3 10^3 1 0 3 divided by 10 10 1 0 is equal to 1 0 2 10^2 1 0 2)
• expresses numbers in scientific notation (e.g. when calculating the distance of the Earth from the sun uses 1.5 × 1 0 8 1.5\times 10^8 1 . 5 × 1 0 8 as an approximation; a nanometre has an order of magnitude of – 9 9 9 and is represented as 1 0 – 9 10^{-9} 1 0 – 9)

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S5I03

Learning progression extract

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

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

Interpreting graphical representations

• uses features of graphical representations to make predictions (e.g. predicts audience numbers based on historical data; interprets a range of graphs to identify possible trends and make predictions such as economic growth, stock prices, interest rates, population growth)
• summarises data using fractions, percentages and decimals (e.g. 2 3 \frac23 3 2 ■ of a class live in the same suburb; represents road safety and sun safety statistics as a percentage of the Australian population)
• explains that continuous variables depicting growth or change often vary over time (e.g. creates growth charts to illustrate impacts of financial decisions; describes patterns in inflation rates, employment rates, migration rates over time; represents changes to fitness levels following the implementation of a personal fitness plan; interprets temperature charts)
• interprets graphs depicting motion such as distance–time and velocity–time graphs
• interprets and describes patterns in graphical representations of data from real-life situations such as the motion of a rollercoaster, flight trajectory of a basketball shot and the spread of disease
• investigates the association of 2 2 2 numerical variables through the representation and interpretation of bivariate data (e.g. uses scatter plots to represent bivariate data when investigating the relationship between 2 2 2 variables, such as income per capita, population density and life expectancy for different socio-economic groups)
• investigates, represents and interprets time series data (e.g. interrogates a time series graph showing the change in costs over time; uses a maximum daily temperature chart to determine the average temperature for the month)
• interprets the impact of changes to data (e.g. recognises the impact of outliers on a data set such as the income of a world-class professional athlete on the average income of players at the state/territory level; uses digital tools to enhance the quality of data in a science investigation)

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S5I03

Continuum extract

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

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S5I03

Learning progression extract

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

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

Interpreting graphical representations

• uses features of graphical representations to make predictions (e.g. predicts audience numbers

based on historical data; interprets a range of graphs to identify possible trends and make predictions such as economic growth, stock prices, interest rates, population growth)
• summarises data using fractions, percentages and decimals (e.g. 2 3 \frac23 3 2 ■ of a class live in the same suburb; represents road safety and sun safety statistics as a percentage of the Australian population)
• explains that continuous variables depicting growth or change often vary over time (e.g. creates growth charts to illustrate impacts of financial decisions; describes patterns in inflation rates, employment rates, migration rates over time; represents changes to fitness levels following the implementation of a personal fitness plan; interprets temperature charts)
• interprets graphs depicting motion such as distance–time and velocity–time graphs
• interprets and describes patterns in graphical representations of data from real-life situations such as the motion of a rollercoaster, flight trajectory of a basketball shot and the spread of disease
• investigates the association of 2 2 2 numerical variables through the representation and interpretation of bivariate data (e.g. uses scatter plots to represent bivariate data when investigating the relationship between 2 2 2 variables, such as income per capita, population density and life expectancy for different socio-economic groups)
• investigates, represents and interprets time series data (e.g. interrogates a time series graph showing the change in costs over time; uses a maximum daily temperature chart to determine the average temperature for the month)
• interprets the impact of changes to data (e.g. recognises the impact of outliers on a data set such as the income of a world-class professional athlete on the average income of players at the state/territory level; uses digital tools to enhance the quality of data in a science investigation)

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S5I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9S5I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9S5I03

Learning progression extract

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

Introducing metric units

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

Angles as measures of turn

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

Using metric units

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

Angles as measures of turn

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

Using metric units

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

Angles as measures of turn

• estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9S5I03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collect and access data using a range of digital tools and methods in response to a defined question
• collect and access data using a range of digital tools and methods in response to a defined question or problem
• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S5I03

Learning progression extract

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

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

Interpreting graphical representations

• uses features of graphical representations to make predictions (e.g. predicts audience numbers based on historical data; interprets a range of graphs to identify possible trends and make predictions such as economic growth, stock prices, interest rates, population growth)
• summarises data using fractions, percentages and decimals (e.g. 2 3 \frac23 3 2 ■ of a class live in the same suburb; represents road safety and sun safety statistics as a percentage of the Australian population)
• explains that continuous variables depicting growth or change often vary over time (e.g. creates growth charts to illustrate impacts of financial decisions; describes patterns in inflation rates, employment rates, migration rates over time; represents changes to fitness levels following the implementation of a personal fitness plan; interprets temperature charts)
• interprets graphs depicting motion such as distance–time and velocity–time graphs
• interprets and describes patterns in graphical representations of data from real-life situations such as the motion of a rollercoaster, flight trajectory of a basketball shot and the spread of disease
• investigates the association of 2 2 2 numerical variables through the representation and interpretation of bivariate data (e.g. uses scatter plots to represent bivariate data when

investigating the relationship between 2 2 2 variables, such as income per capita, population density and life expectancy for different socio-economic groups)
• investigates, represents and interprets time series data (e.g. interrogates a time series graph showing the change in costs over time; uses a maximum daily temperature chart to determine the average temperature for the month)
• interprets the impact of changes to data (e.g. recognises the impact of outliers on a data set such as the income of a world-class professional athlete on the average income of players at the state/territory level; uses digital tools to enhance the quality of data in a science investigation)

AC9S5I04

construct and use appropriate , including tables, and visual or physical , to organise and process and information and describe , and

•
•

Elaborations

• using annotated digital photography or field sketches to describe structural features of plants or animals
• constructing a column to illustrate the between predation and an animal feature such as colour as indicated by a , and using values to represent the outcomes of repeated
• modelling landscapes using such as sand, gravel, soil and rocks to show effects of by water
• constructing labelled ray diagrams to represent and compare how light interacts with different objects
• using maps to identify in site locations or aerial photographs to show effects of over time

Students learn to:

construct and use appropriate representations, including tables, graphs and visual models, to organise and process data and information and describe patterns, trends

(AC9S5I04)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Statistics and probability

• Interpreting and representing data

Elaborations

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

Managing and operating

• Select and operate tools

Analysing

• Interpret concepts and problems

Statistics and probability

• Interpreting and representing data

Reflecting

• Transfer knowledge

Reflecting

• Transfer knowledge

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Related content

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

areas.
AC9HS5S02
AC9M5ST01
AC9M5ST02
AC9M5ST03

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S5I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S5I04

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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S5I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9S5I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9S5I04

Learning progression extract

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

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

Interpreting graphical representations

• uses features of graphical representations to make predictions (e.g. predicts audience numbers based on historical data; interprets a range of graphs to identify possible trends and make predictions such as economic growth, stock prices, interest rates, population growth)
• summarises data using fractions, percentages and decimals (e.g. 2 3 \frac23 3 2 ■ of a class live in the same suburb; represents road safety and sun safety statistics as a percentage of the Australian population)
• explains that continuous variables depicting growth or change often vary over time (e.g. creates growth charts to illustrate impacts of financial decisions; describes patterns in inflation rates, employment rates, migration rates over time; represents changes to fitness levels following the implementation of a personal fitness plan; interprets temperature charts)
• interprets graphs depicting motion such as distance–time and velocity–time graphs
• interprets and describes patterns in graphical representations of data from real-life situations such as the motion of a rollercoaster, flight trajectory of a basketball shot and the spread of disease
• investigates the association of 2 2 2 numerical variables through the representation and

interpretation of bivariate data (e.g. uses scatter plots to represent bivariate data when investigating the relationship between 2 2 2 variables, such as income per capita, population density and life expectancy for different socio-economic groups)
• investigates, represents and interprets time series data (e.g. interrogates a time series graph showing the change in costs over time; uses a maximum daily temperature chart to determine the average temperature for the month)
• interprets the impact of changes to data (e.g. recognises the impact of outliers on a data set such as the income of a world-class professional athlete on the average income of players at the state/territory level; uses digital tools to enhance the quality of data in a science investigation)

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S5I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9S5I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9S5I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9S5I04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

AC9S5I05

compare methods and findings with those of others, recognise possible sources of error, pose questions for further and select to draw reasoned

•
•

Elaborations

• comparing methods and findings with those of others to determine if the was a
• recognising errors that could have occurred during including changing too many , incorrect or misreading of measurements, or changes in environmental factors
• comparing, in small groups, proposed reasons for findings and explaining their reasoning and posing further questions
• discussing the difference between and and examining how is selected
• reflecting on made from and analysis of the to draw a reasoned

Students learn to:

compare methods and findings with those of others, recognise possible sources of
questions for further investigation and select evidence to draw reasoned conclusio

(AC9S5I05)

General capabilities and cross-curriculum priorities

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

Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes

Social management

• Collaboration

Elaborations

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

Understanding ethical concepts and perspectives

• Explore ethical concepts

Social management

• Collaboration

Analysing

• Evaluate actions and outcomes

Analysing

• Evaluate actions and outcomes

Social management

• Collaboration

Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes

Speaking and listening

• Interacting

Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9S5I05

Continuum extract

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

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S5I05

Continuum extract

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

• 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

• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9S5I05

Continuum extract

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

• 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

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9S5I05

Continuum extract

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

• 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

• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9S5I05

Continuum extract

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

• 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
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S5I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, 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

AC9S5I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9S5I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9S5I05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S5I05

Continuum extract

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

• 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

• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9S5I05

Learning progression extract

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

• 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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9S5I05

Continuum extract

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

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9S5I05

Continuum extract

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

• 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

• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

AC9S5I06

write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of , using as appropriate

•

•

Elaborations

• exploring how such as vocabulary and sentence structure help shape a text and give it meaning

• acknowledging and exploring First Nations Australians' ways of representing and communicating information about anatomical features

• developing a digital presentation to share information about the structural features or behaviours of animals and plants in a particular

• constructing a persuasive text for local council to argue the use of an mitigation strategy in a local area

• co-authoring a scientific report on an into the behaviours of light using appropriate vocabulary, and sentence structures

• exploring whether there is a 'correct' way of representing particles and creating an animation to teach other students about the particulate nature of

Students learn to:

write and create texts to communicate ideas and findings for specific purposes and including selection of language features, using digital tools as appropriate

(AC9S5I06)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Plan

• Create, communicate and collaborate

Social management

• Communication

Elaborations

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

Reading and viewing

• Understanding texts

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Culture

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

Creating and exchanging

• Create, communicate and collaborate

Writing

• Creating texts

Social management

• Communication

Writing

• Creating texts

Social management

• Collaboration

Writing

• Creating texts

Creating and exchanging

• Create, communicate and collaborate

Managing and operating

• Select and operate tools

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9S5I06

Continuum extract

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

• 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

• use simple planning tools to develop and follow a plan to complete individual and collaborative projects

Snapshot – Create, communicate and collaborate

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

Content description

AC9S5I06

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S5I06

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9S5I06

Learning progression extract

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

content.

Comprehension

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

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

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

Comprehension

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

Processes

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

navigation bars and links

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9S5I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

Snapshot – Create, communicate and collaborate

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

Content description

AC9S5I06

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S5I06

Learning progression extract

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

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic

• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)

• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)

• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)

• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)

• maintains tense within a sentence (see Grammar)

• selects images to complement writing

• spells many high-frequency words correctly (see Spelling)

• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)

• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)

• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives

• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")

• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")

• uses learning area topic vocabulary (e.g. "natural")

• uses common homophones correctly (e.g. "two", "too", "to")

• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

• includes learnt ideas on a range of topics from learning areas

• stages text using typical or familiar features such as an introduction and body paragraphs

• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)

• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

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

Vocabulary

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

Crafting ideas

• creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
• includes ideas which are relevant to the topic and purpose of the text
• organises information into paragraphs to support the reader
• includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

• uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
• uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
• selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
• uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

• uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

Crafting ideas

• creates persuasive texts for a broader range of learning area purposes (e.g. designs a healthy food campaign)
• includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion
• presents a position and supports it with one or a few simply stated arguments
• includes arguments and ideas which are relevant to the purpose of the text
• organises arguments into paragraphs to support the reader
• concludes by restating

Text forms and features

• uses cohesive devices to link points in an argument (e.g. uses text connectives such as "however", "on the other hand")
• uses some rhetorical devices such as repetition
• uses adjectives to persuade (e.g. "dangerous behaviour")
• uses simple modal verbs and adverbs (e.g. "should", "will", "quickly")
• selects visual and audio features to expand argument in written texts (e.g. images, music)
• uses inclusive language (e.g. "we cannot allow this to happen")

Vocabulary

• uses a range of learnt topic words to add credibility to arguments

Crafting ideas

• creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
• includes structural features appropriate to the type of text such as orientation, complication and resolution
• includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
• organises events into a sequence with a predictable ending

Text forms and features

• uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
• uses pronouns to track multiple characters (e.g. "Peter and Leanne … he … they … she … them")
• maintains a point of view (e.g. writes predominantly in first person)
• uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
• selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
• uses simple figurative devices (e.g. simile)

Vocabulary

• uses a range of learnt topic words and words from other authors

Generic indicators

• uses tense with variable accuracy throughout the text (see Grammar)
• consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)
• uses a variety of sentence structures and sentence beginnings
• spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)
• uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
• uses articles accurately (e.g. "a", "an", "the") (see Grammar)
• uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9S5I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S5I06

Learning progression extract

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

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes

one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

• creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs

• includes ideas which are relevant to the topic and purpose of the text
• organises information into paragraphs to support the reader
• includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

• uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
• uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
• selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
• uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

• uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

Crafting ideas

• creates persuasive texts for a broader range of learning area purposes (e.g. designs a healthy food campaign)
• includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion
• presents a position and supports it with one or a few simply stated arguments
• includes arguments and ideas which are relevant to the purpose of the text
• organises arguments into paragraphs to support the reader
• concludes by restating

Text forms and features

• uses cohesive devices to link points in an argument (e.g. uses text connectives such as "however", "on the other hand")
• uses some rhetorical devices such as repetition
• uses adjectives to persuade (e.g. "dangerous behaviour")
• uses simple modal verbs and adverbs (e.g. "should", "will", "quickly")
• selects visual and audio features to expand argument in written texts (e.g. images, music)
• uses inclusive language (e.g. "we cannot allow this to happen")

Vocabulary

• uses a range of learnt topic words to add credibility to arguments

Crafting ideas

• creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
• includes structural features appropriate to the type of text such as orientation, complication and resolution
• includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
• organises events into a sequence with a predictable ending

Text forms and features

• uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
• uses pronouns to track multiple characters (e.g. "Peter and Leanne … he … they … she … them")
• maintains a point of view (e.g. writes predominantly in first person)
• uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
• selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
• uses simple figurative devices (e.g. simile)

Vocabulary

• uses a range of learnt topic words and words from other authors

Generic indicators

• uses tense with variable accuracy throughout the text (see Grammar)
• consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)

• uses a variety of sentence structures and sentence beginnings
• spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)
• uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
• uses articles accurately (e.g. "a", "an", "the") (see Grammar)
• uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9S5I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9S5I06

Learning progression extract

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

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

• includes learnt ideas on a range of topics from learning areas
• stages text using typical or familiar features such as an introduction and body paragraphs
• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

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

Vocabulary

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

Crafting ideas

• creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
• includes ideas which are relevant to the topic and purpose of the text
• organises information into paragraphs to support the reader
• includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

• uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
• uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
• selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
• uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

• uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

Crafting ideas

• creates persuasive texts for a broader range of learning area purposes (e.g. designs a healthy food campaign)
• includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion
• presents a position and supports it with one or a few simply stated arguments
• includes arguments and ideas which are relevant to the purpose of the text
• organises arguments into paragraphs to support the reader
• concludes by restating

Text forms and features

• uses cohesive devices to link points in an argument (e.g. uses text connectives such as "however", "on the other hand")
• uses some rhetorical devices such as repetition

• uses adjectives to persuade (e.g. "dangerous behaviour")
• uses simple modal verbs and adverbs (e.g. "should", "will", "quickly")
• selects visual and audio features to expand argument in written texts (e.g. images, music)
• uses inclusive language (e.g. "we cannot allow this to happen")

Vocabulary

• uses a range of learnt topic words to add credibility to arguments

Crafting ideas

• creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
• includes structural features appropriate to the type of text such as orientation, complication and resolution
• includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
• organises events into a sequence with a predictable ending

Text forms and features

• uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
• uses pronouns to track multiple characters (e.g. "Peter and Leanne … he … they … she … them")
• maintains a point of view (e.g. writes predominantly in first person)
• uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
• selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
• uses simple figurative devices (e.g. simile)

Vocabulary

• uses a range of learnt topic words and words from other authors

Generic indicators

• uses tense with variable accuracy throughout the text (see Grammar)
• consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)
• uses a variety of sentence structures and sentence beginnings
• spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)
• uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
• uses articles accurately (e.g. "a", "an", "the") (see Grammar)
• uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

Snapshot – Create, communicate and collaborate

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

Content description

AC9S5I06

Continuum extract

The following continuum extract shows the alignment of the continuum with this 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
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9S5I06

Continuum extract

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

- 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
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks