

## **(no-code)**

### **recognise and explore ( and ) for a purpose**

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#### **Elaborations**

- recognising that they interact with at home and school, for example smartphone, laptop or programmable toy
- playing with (with guidance) and using different to explore what they do for a purpose, for example the class speaking to an expert via videoconference
- recording, with permission, audio or video of local community members' stories to share in class, for example sharing cultural stories of First Nations Australians
- taking photos, with permission, to share with others, for example close-up photos of First Nations Australians' material culture, such as woven mats or baskets revealing intricate detail
- making a of a , using it in a role-play scenario and describing its , for example a cardboard box with a keyboard and screen with icons

Students learn to:

### **recognise and explore digital systems (hardware and software) for a purpose**

(AC9TDIFK01)

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

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

#### **Managing and operating**

- Select and operate tools

#### **Elaborations**

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

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#### **Culture**

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

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

#### **Managing and operating**

- Select and operate tools

#### **Resources**

#### **Work Samples**

### **WS01 - Observations: Data is all around us**

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

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

## **Content description**

AC9TDIFK01

### **Continuum extract**

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

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

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

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

### **Content description**

AC9TDIFK01

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## Resource – WS01 - Observations: Data is all around us

By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them.

By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them.

## AC9TDIFK01

recognise and explore digital systems (hardware and software) for a purpose

## AC9TDIFK02

represent data as objects, pictures and symbols

## AC9TDIFK02

### as objects, pictures and symbols

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### Elaborations

- drawing a picture representing each of their family members and their interests, for example drawing one family member with a surfboard and another with a skateboard
- using coloured blocks to represent an attribute of people, for example representing students and their sports houses with different coloured blocks
- using a symbol to represent an idea, but knowing that the symbol is not the itself, for example the symbols and colour on both the Australian Aboriginal flag and the Torres Strait Islander flag

Students learn to:

## represent data as objects, pictures and symbols

(AC9TDIFK02)

## General capabilities and cross-curriculum priorities

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

### Investigating

- Interpret data

### Statistics and probability

- Interpreting and representing data

### Elaborations

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

### Investigating

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## **Country/Place**

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

## **Related content**

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

AC9HSFS02

AC9MFST01

## **Resources**

## **Work Samples**

### **WS01 - Observations: Data is all around us**

### **WS02 - Sorting shapes and objects**

### **WS03 - Numbers to 20**

## **Snapshot – Interpret data**

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

#### **Content description**

AC9TDIFK02

#### **Continuum extract**

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

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

## **Snapshot – Interpreting and representing data**

### **Numeracy: Statistics and probability: Interpreting and representing data**

#### **Content description**

AC9TDIFK02

#### **Learning progression extract**

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

#### **Emergent data collection and representation**

- poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer)
- displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size)
- sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour)
- identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")

#### **Basic one-to-one data displays**

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

## **Snapshot – Interpret data**

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

#### **Content description**

AC9TDIFK02

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

## **Snapshot – Interpret data**

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

#### **Content description**

AC9TDIFK02

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AC9TDIFK02

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

## **Resource – WS02 - Sorting shapes and objects**

By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them.

By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them.

## **AC9TDIFK02**

represent data as objects, pictures and symbols

## **Resource – WS03 - Numbers to 20**

By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them.

By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them.

## **AC9TDIFK02**

represent data as objects, pictures and symbols

## **AC9TDIFP01**

**identify some that is personal and owned by them**

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### **Elaborations**

- listing things that contain personal and public , for example photos of themselves with their family (private) and photos of local community sites (public)
- identifying and websites they use where their personal could be made visible, for example photos of themselves on parents' or carers' social media, or their username being shown to others in online■games

Students learn to:

**identify some data that is personal and owned by them**

(AC9TDIFP01)

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

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

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

- Manage digital privacy and identity

#### **Speaking and listening**

- Interacting

### **Elaborations**

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

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

- Manage digital privacy and identity

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- Manage digital privacy and identity

### **Related content**

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

AC9MFST01

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

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

#### **Content description**

AC9TDIFP01

#### **Continuum extract**

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

- recognise their personal data and that data (including text, images, and video) can be seen by others when shared online
- recognise that online tools (website and apps) store their personal data, which may give an impression of them

#### **Snapshot – Interacting**

**Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9TDIFP01

#### **Learning progression extract**

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text

- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks

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

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

##### **Content description**

AC9TDIFP01

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AC9TDIFP01

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