

(no-code)

differences in family structures and roles today, and how these have changed or remained the same over time

-

Elaborations

- identifying the similarities and differences of a range of family structures; for example, nuclear families, one-child families, large families, single-parent families, extended families, blended or step families, adoptive and foster parent families and grandparent families, and groups
- comparing families in the present with those from the recent past, for example, the size of families across the generations
- examining the roles of family members over time, such as roles of parents, children and extended family members, and comparing these with family roles today

Students learn about:

differences in family structures and roles today, and how these have changed or remained the same over time

(AC9HS1K01)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Elaborations

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

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

Analysing

- Interpret concepts and problems

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

Resources

Work Samples

WS01 - Continuity and change in daily life

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K01

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HS1K01

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K01

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K01

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

Content description

AC9HS1K01

Continuum extract

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Explore the influence of cultures on interactions

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

cultures on interactions

Content description

AC9HS1K01

Continuum extract

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K01

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Recognise influences on ethical behaviour and perspectives

Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives

Content description

AC9HS1K01

Continuum extract

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

- Identify examples of how emotions affect behaviour
- identify how emotions and behaviour interact, and share examples of when they match and when they do not
- explain how emotions can affect behaviour and decision-making in different situations

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HS1K01

Continuum extract

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9HS1K01

Continuum extract

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

Resource – WS01 - Continuity and change in daily life

By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.

Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.

AC9HS1K01

differences in family structures and roles today, and how these have changed or remained the same over time

AC9HS1K02

continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods

AC9HS1S02

collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models

AC9HS1S05

draw conclusions and make proposals

AC9HS1S06

develop narratives and share observations, using sources, and subject-specific terms

AC9HS1K02

continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods

•

Elaborations

- comparing and commenting on photographs and oral histories to find out how daily lives have changed and remained the same over time; for example, talking to parents, grandparents and other elders
- comparing what has changed in daily life over time; for example, homes, family traditions, religious and practices, leisure, school life, , and shopping/ habits
- examining the traditional toys used by First Nations Australian children to play and learn; for example, Arrernte children learn to play string games so they can remember stories they have been told
- identifying similarities and differences in classroom equipment, learning activities, school playgrounds and playground games through observations of provided and photos, and asking questions of adults from different generations

Students learn about:

continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods

(AC9HS1K02)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Elaborations

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

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Navigating intercultural contexts

- Consider responses to intercultural contexts

Responding to ethical issues

- Explore ethical perspectives and frameworks

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Inquiring

- Identify, process and evaluate information

Culture

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

People

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

Analysing

- Interpret concepts and problems

Inquiring

- Develop questions
- Identify, process and evaluate information

Resources

Work Samples

WS01 - Continuity and change in daily life

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K02

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HS1K02

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K02

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K02

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HS1K02

Continuum extract

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Consider responses to intercultural contexts

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

Content description

AC9HS1K02

Continuum extract

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

- notice how they, and their family members, respond in unfamiliar intercultural contexts
- describe how past intercultural experiences affect how they understand and respond to new experiences
- examine the influence of past intercultural experiences on what they learn about themselves and others

Snapshot – Explore ethical perspectives and frameworks

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

Content description

AC9HS1K02

Continuum extract

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

- identify examples of different consequences and explain how these might affect the way people behave or act
- identify the similarities and differences between values such as caring, compassion and empathy
- describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9HS1K02

Continuum extract

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K02

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K02

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HS1K02

Continuum extract

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

- develop questions to explore a familiar idea or topic

- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K02

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

AC9HS1K03

the natural, managed and constructed features of local places, and their

•

Elaborations

- identifying natural features (for example, hills, rivers, native and), managed features (for example, farms, parks and gardens) and constructed features (for example, roads and buildings) and locating them on a map
- listening to and viewing Dreaming and Creation stories of First Nations Australians that identify the natural
- listing the different types of buildings in their local area; for example, houses, shops, offices, factories, religious buildings and farm buildings
- describing the daily and seasonal of their place using simple terms such as “rainy”, “hot”, “cold”, “windy” and “cloudy”, and comparing it with the of other places that they know or are aware of; for example, “It was windy at the beach but not at my house”, “It is colder on the mountain”, “It is rainy in the winter”, “It is hot in the summer”
- explaining to classmates where places are and the directions to be followed when moving from one place to another, with the use of appropriate terms for direction and ; for example, terms such as “beside”, “forward”, “up”, “down”, “by”, “near”, “further”, “close to”, “before”, “after”, “here”, “there”, “at”

Students learn about:

the natural, managed and constructed features of local places, and their location

(AC9HS1K03)

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

Elaborations

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

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Measurement and geometry

- Positioning and locating

Inquiring

- Identify, process and evaluate information

Culture

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

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems
- 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.

AC9S1U01

AC9TDE2K01

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K03

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K03

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9HS1K03

Learning progression extract

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

Position to self

- locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")
- orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)
- follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")

Position to other

- uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
- interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
- gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

Using informal maps and plans

- draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)
- describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher's desk)
- orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)
- locates self on an informal map to select an appropriate path to a given location

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information

and digital sources

- identify and explain similarities and differences in selected information
- 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K03

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K03

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HS1K03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

AC9HS1K04

how places change and how they can be cared for by different groups including First Nations Australians

-
-

-

Elaborations

- observing changes in natural, managed and constructed features in their place; for example, recent erosion, revegetated areas, planted crops or new buildings
- identifying which they can recycle, reduce, re-use or none of these, and what local spaces and systems support these activities; for example, , signs, waste collection truck routes
- describing how local places change due to changing and seasons, and how we can care for places because of those changes; for example, not walking in muddy areas during wet , and watering plants in dry
- describing local features that people look after, finding out why and how these features to be cared for, and who provides this care; for example, bushland, wetlands, a park or a heritage building
- investigating examples of how First Nations Australians manage and care for places

Students learn about:

how places change and how they can be cared for by different groups including First Nations

Australians

(AC9HS1K04)

General capabilities and cross-curriculum priorities

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

Responding to ethical issues

- Explore ethical issues
- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Country/Place

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

Futures

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

Systems

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

Elaborations

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

Analysing

- Interpret concepts and problems

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.

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Systems

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

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

Responding to ethical issues

- Explore ethical issues
- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Futures

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

Responding to ethical issues

- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Country/Place

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

Systems

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

Related content

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

AC9S1U02

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HS1K04

Continuum extract

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

- identify different ethical problems or issues from examples such as stories
- identify different perspectives and approaches when discussing ethical issues from a given example
- use examples to describe how people may have different values and perspectives that they apply to an ethical issue

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HS1K04

Continuum extract

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HS1K04

Continuum extract

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important
- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K04

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K04

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K04

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HS1K04

Continuum extract

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K04

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1K04

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HS1K04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1K04

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HS1K04

Continuum extract

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important
- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HS1K04

Continuum extract

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

- identify different ethical problems or issues from examples such as stories
- identify different perspectives and approaches when discussing ethical issues from a given example
- use examples to describe how people may have different values and perspectives that they apply to an ethical issue

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HS1K04

Continuum extract

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HS1K04

Continuum extract

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important
- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HS1K04

Continuum extract

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values

Snapshot – Examine values, rights and responsibilities and ethical norms

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

Content description

AC9HS1K04

Continuum extract

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

- identify examples of values, rights and responsibilities
- identify values, rights and responsibilities and shared expectations, and explain why they are important
- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making

AC9HS1S01

develop questions about objects, people, places and events in the past and present

-
-

Elaborations

- posing questions with the stems “where”, “what”, “how” and “why” about families and places when provided with everyday objects and other sources, such as photos, found objects, maps and observation sketches
- asking questions before, during and after listening to stories about people and places, and about their past and present
- preparing questions for parents and members of older generations about how and where they lived in the past, and the places they value

Students learn about:

develop questions about objects, people, places and events in the past and present

(AC9HS1S01)

General capabilities and cross-curriculum priorities

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

Inquiring

- Develop questions

Speaking and listening

- Interacting

Elaborations

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

Inquiring

- Develop questions

Inquiring

- Develop questions

Inquiring

- Develop questions

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HS1S01

Continuum extract

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9HS1S01

Learning progression extract

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

- 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
- 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")

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HS1S01

Continuum extract

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HS1S01

Continuum extract

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HS1S01

Continuum extract

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

AC9HS1S02

collect, sort and record information and from observations and from provided sources, including and labelled maps or models

-
-

Elaborations

- exploring stories from the past and present about people and families (for example, fiction books, letters, diaries, songs) and about places (for example, myths, Dreaming and Creation stories, fiction, story maps, films)
- gathering evidence of features in a local place; for example, using observations, online aerial photographs and sketches, and noting how they change, such as by comparing current observations of a place with photographs of it taken in the past, or recording observations of and seasons
- developing a pictorial table to categorise information; for example, matching clothes with seasons, activities with the , features with places, places with the work done there
- creating a peg timeline in which labelled, drawn or photographic representations of events or objects from different generations are pegged onto string in the correct sequence
- recording about the of places and their features on maps and/or plans; for example, labelling the of their home on a map of the local area, using a provided plan of their classroom and labelling its activity spaces

Students learn about:

collect, sort and record information and data from observations and from provided unscaled timelines and labelled maps or models

(AC9HS1S02)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Elaborations

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

Inquiring

- Develop questions

Investigating

- Locate information

Inquiring

- Identify, process and evaluate information

Investigating

- Locate information

Inquiring

- Identify, process and evaluate information

Investigating

- Acquire and collate data

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Investigating

- Interpret data

Related content

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

AC9E1LY01

AC9M1M01

AC9M1M03

AC9M1ST01

AC9M1ST02

AC9S1I03

AC9S1I04

AC9TDI2K02

Resources

Work Samples

WS01 - Continuity and change in daily life

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S02

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HS1S02

Learning progression extract

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

Comprehension

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words

- uses context to understand homonyms

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HS1S02

Continuum extract

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9HS1S02

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S02

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9HS1S02

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S02

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9HS1S02

Continuum extract

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

- collect data by counting, measuring and observing with familiar digital tools
- collect and access data using a range of digital tools and methods in response to a defined question

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S02

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S02

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HS1S02

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

Resource – WS01 - Continuity and change in daily life

By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.

Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.

AC9HS1K01

differences in family structures and roles today, and how these have changed or remained the same over time

AC9HS1K02

continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods

AC9HS1S02

collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models

AC9HS1S05

draw conclusions and make proposals

AC9HS1S06

develop narratives and share observations, using sources, and subject-specific terms

AC9HS1S03

interpret information and from observations and provided sources, including the comparison of objects from the past and present

-
-

Elaborations

- using information gained from sources, such as stories, photographs, observations, satellite images and rock art, to answer “when”, “where”, “what”, “how” and “why” questions
- identifying similarities and differences between activities over time by comparing objects of the past with those currently used; for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework books
- using comparative language when describing family life over time and/or comparing , such as “smaller/bigger than”, “closer/further”, “not as big as”, “younger/older than”, “more rainy days”, “fewer/less”, “hotter/colder”, “sunnier/windier than”
- exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed
- categorising objects, drawings or images by their features and explaining the reason for their categorisation; for example, categorising the features of a local place into natural (such as a native forest), constructed (such as a street of houses) and managed (such as a windbreak of trees)

Students learn about:

interpret information and data from observations and provided sources, including the objects from the past and present

(AC9HS1S03)

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

Investigating

- Interpret 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 .

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Culture

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

Analysing

- Interpret concepts and problems

Related content

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

AC9E1LY05

AC9M1M01

AC9M1ST02

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1S03

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information

and digital sources

- identify and explain similarities and differences in selected information
- 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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9HS1S03

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1S03

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1S03

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1S03

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HS1S03

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

AC9HS1S04

discuss perspectives related to objects, people, places and events

-
-

Elaborations

- comparing students' daily lives with those of their parents, grandparents, elders or a familiar older person and identifying which aspects of the past they would or would not want to experience
- sharing personal preferences about their world (for example, their favourite , activities, places, celebrations, objects from the past) and explaining why they are favoured

Students learn about:

discuss perspectives related to objects, people, places and events

(AC9HS1S04)

General capabilities and cross-curriculum priorities

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

Responding to ethical issues

- Explore ethical issues
- Making and reflecting on ethical decisions

Social awareness

- Empathy

Elaborations

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

Analysing

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HS1S04

Continuum extract

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

- identify different ethical problems or issues from examples such as stories
- identify different perspectives and approaches when discussing ethical issues from a given example
- use examples to describe how people may have different values and perspectives that they apply to an ethical issue

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9HS1S04

Continuum extract

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

- identify the links between people's wants and needs and their choices and actions
- identify examples of how perspectives and values influence decision-making
- describe decision-making processes with reference to ethical perspective and values

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9HS1S04

Continuum extract

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

- demonstrate an awareness of the needs, emotions, cultures and backgrounds of others
- describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others
- discuss the value of different needs, emotions, cultures and backgrounds

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HS1S04

Continuum extract

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S04

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

AC9HS1S05

draw conclusions and make proposals

-
-

Elaborations

- using collected information (for example, from stories told by parents, grandparents, elders or familiar older people; from comparison of objects; from geographic pictures) to make conclusions about continuity and change over time (for example, how family roles, occupations and/or technologies have changed or remained the same) and how places change (for example, because of the seasons)
- describing features of a space or place that is important to them and explaining what they could do to care for it; for example, a chicken coop, a play area, their bedroom, the reading corner, the beach
- imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future

Students learn about:

draw conclusions and make proposals

(AC9HS1S05)

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

Speaking and listening

- Listening

Elaborations

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

Analysing

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Social management

- Decision-making

Analysing

- Draw conclusions and provide reasons

Generating

- Consider alternatives

Social management

- Decision-making

Resources

Work Samples

WS01 - Continuity and change in daily life

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HS1S05

Continuum extract

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

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9HS1S05

Learning progression extract

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

- responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation
- follows a simple command
- repeats familiar words heard in a text or conversation
- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HS1S05

Continuum extract

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HS1S05

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HS1S05

Continuum extract

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

- identify choices that meet the needs of themselves and others when making decisions
- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9HS1S05

Continuum extract

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

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

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HS1S05

Continuum extract

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

- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HS1S05

Continuum extract

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

- identify choices that meet the needs of themselves and others when making decisions
- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions

AC9HS1S06

develop narratives and share observations, using sources, and subject-specific terms

-
-

Elaborations

- retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs
- using terms to denote the sequence of time; for example, “then”, “now”, “yesterday”, “today”, “past”, “present”, “later on”, “before I was born”, “in the future”, “generations”

Students learn about:

develop narratives and share observations, using sources, and subject-specific terms

(AC9HS1S06)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Speaking

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 .

Social management

- Communication

Related content

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

AC9E1LY06

AC9E1LY07

Resources

Work Samples

WS01 - Continuity and change in daily life

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9HS1S06

Learning progression extract

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

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words

- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HS1S06

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HS1S06

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others