|  |
| --- |
| A suite of national curriculum mapping documents for Years 5–10 have been created for teachers, to help them identify how they are able to incorporate a selected number of consumer and financial literacy materials into their curriculum programs.  The information in these documents is taken directly from the Australian Curriculum. The alignment between the materials and expected learning is identified with the use of highlighted text in the achievement standards. The documents map against either one year level or two-year band achievement standards, depending on which is relevant for each learning area or subject. When two-year band achievement standards are used, this in indicated in the documents. The achievement standards also include hyperlinks for teachers to quickly access the national curriculum glossary for guidance on the terms. |

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# **CONSUMER STUFF FOR KIDS (CONSUMER AFFAIRS VICTORIA)**

## Unit 1: I am a consumer

| **Unit 1: I am a consumer – Year 6** | |
| --- | --- |
| **Content descriptions** | |
| **Humanities and Social Sciences** | **English** |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI122) | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) |
| Work in groups to generate responses to issues and challenges (ACHASSI130) | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) |  |

| **Unit 1: I am a consumer – Year 6** | |
| --- | --- |
| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) appropriate questions to frame an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect useful data and information from primary and secondary sources. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their origin and purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different perspectives in the past and present. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. |

| **Unit 1: I am a consumer – Year 6** | |
| --- | --- |
| **General capabilities** | |
| **Literacy** | **Critical and creative thinking** |
| * Listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented | * Identify and justify the thinking behind choices they have made |
| * Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts |  |

| **Unit 1: I am a consumer – Year 6** | |
| --- | --- |
| **Consumer and Financial Literacy National Framework** | |
| **Competence** | **Responsibility and enterprise** |
| * Evaluate the value of a range of goods and services in a variety of ‘real-life’ situations | * Exercise a range of enterprising behaviours through participation in relevant class and/or school activities |
|  | * Recognise that satisfaction derived from spending money varies according to the nature of the purchase, the context in which it is bought and an individual’s personal circumstances and values |

## Unit 2: An informed consumer

| **Unit 2: An informed consumer – Year 6** | |
| --- | --- |
| **Content descriptions** | |
| **Humanities and Social Sciences** | **English** |
| The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) | Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) |
| The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150) | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) |
| Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) |
| Work in groups to generate responses to issues and challenges (ACHASSI130) | Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) | Analyse strategies authors use to influence readers (ACELY1801) |
| Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) |
| Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133) | Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) |

| **Unit 2: An informed consumer – Year 6** | |
| --- | --- |
| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) appropriate questions to frame an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect useful data and information from primary and secondary sources. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their origin and purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different perspectives in the past and present. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. |

| **Unit 2: An informed consumer – Year 6** | | |
| --- | --- | --- |
| **General capabilities** | | |
| **Literacy** | **Personal and social capability** | **Ethical understanding** |
| * Compose and edit learning area texts | * Identify and explain factors that influence effective communication in a variety of situations | * Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome |
| * Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts |  |  |
| * Use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes |  |  |
| * Use subjective, objective and evaluative language, and identify bias |  |  |

| **Unit 2: An informed consumer – Year 6** | | |
| --- | --- | --- |
| **Consumer and Financial Literacy National Framework** | | |
| **Knowledge and understanding** | **Competence** | **Responsibility and enterprise** |
| * Identify and discuss some rights and responsibilities of consumers and business | * Identify key features used in advertising, marketing and social media to influence consumer decision-making | * Examine and discuss the external factors that influence consumer choices |
|  |  | * Explain there are ethical considerations to some consumer and financial decisions |
|  |  | * Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, product design and development, business ventures and special events |
|  |  | * Exercise a range of enterprising behaviours through participation in relevant class and/or school activities |

## Unit 3: Let’s work

| **Unit 3: Let’s work – Year 6** | |
| --- | --- |
| **Content descriptions** | |
| **Humanities and Social Sciences** | **English** |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) |
|  | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) |
|  | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) |

| **Unit 3: Let’s work – Year 6** | |
| --- | --- |
| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) appropriate questions to frame an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect useful data and information from primary and secondary sources. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their origin and purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different perspectives in the past and present. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. |

| **Unit 3: Let’s work – Year 6** | |
| --- | --- |
| **General capabilities** | |
| **Literacy** | **Critical and creative thinking** |
| * Compose and edit learning area texts | * Identify and justify the thinking behind choices they have made |
| * Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts |  |

| **Unit 3: Let’s work – Year 6** |
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| **Consumer and Financial Literacy National Framework** |
| **Knowledge and understanding** |
| * Describe how an individual can influence their income |
| * Explore the value of unpaid work to the community |

## Unit 4: Money, money, money

| **Unit 4: Money, money, money – Year 6** | | | |
| --- | --- | --- | --- |
| **Content descriptions** | | | |
| **Humanities and Social Sciences** | **English** | **Mathematics** | **Visual Arts** |
| How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149) | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) | Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124) | Develop and apply techniques and processes when making their artworks (ACAVAM115) |
| The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150) | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) | Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) |  |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI122) | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) | Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128) |  |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) | Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618) |  |  |
|  | Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) |  |  |

| **Unit 4: Money, money, money – Year 6** | | | |
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| **Achievement standards** | | | |
| **Humanities and Social Sciences** | **English** | **Mathematics** | **Visual arts** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) appropriate questions to frame an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect useful data and information from primary and secondary sources. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their origin and purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different perspectives in the past and present. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. | By the end of Year 6, students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the properties of prime, composite, square and triangular numbers. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the use of integers in everyday contexts. They [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) problems involving length and area. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) timetables. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) combinations of transformations. They [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) problems using the properties of angles. Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) observed and expected frequencies. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) a variety of data displays including those displays for two categorical variables. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) secondary data displayed in the media.  Students [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) fractions and integers on a number line. They [calculate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Calculate) a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students [calculate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Calculate) common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) an ordered pair in any one of the four quadrants on the Cartesian plane. They [construct](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Construct) simple prisms and pyramids. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) probabilities using simple fractions, decimals and percentages. | By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how ideas are represented in artworks they make and view. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the influences of artworks and practices from different cultures, times and places on their art making.  Students use visual conventions and visual arts practices to express a personal view in their artworks. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) different techniques and processes in planning and making artworks. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how the display of artworks enhances meaning for an audience. |

| **Unit 4: Money, money, money – Year 6** | | | |
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| **General capabilities** | | | |
| **Literacy** | **Numeracy** | **Information and communication technology** | **Critical and creative thinking** |
| * Navigate, read and view subject-specific texts with some challenging features and a range of graphic representations | * Solve problems and check calculations using efficient mental and written strategies | * Locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways | * Identify and justify the thinking behind choices they have made |
| * Compose and edit learning area texts | * Create simple financial plans, budgets and cost predictions |  |  |

| **Unit 4: Money, money, money – Year 6** | | |
| --- | --- | --- |
| **Consumer and Financial Literacy National Framework** | | |
| **Knowledge and understanding** | **Competence** | **Responsibility and enterprise** |
| By the end of Year 6, students can: | | |
| * Explain how financial transactions can include using more than notes and coins | * Create simple budgets for a range of purposes and explain the benefits of saving for future needs and wants | * Explain there are ethical considerations to some consumer and financial decisions |
| * Describe how an individual can influence their income | * Order and justify reasons for spending preferences | * Exercise a range of enterprising behaviours through participation in relevant class and/or school activities |
| * Recognise that families use household income to meet regular financial commitments and immediate and future expenses | * Evaluate the value of a range of goods and services in a variety of ‘real-life’ situations |  |
| * Explain how money can be borrowed to meet needs and wants and that there may be a cost involved | * Discuss various payment options for purchasing goods and services such as: cash, debit card, credit card, direct debit and PayPal |  |

## Unit 5: What is an economy?

| **Unit 5: What is an economy? – Year 6** | |
| --- | --- |
| **Content descriptions** | |
| **Humanities and Social Sciences** | **English** |
| The reasons businesses exist and the different ways they provide goods and services (ACHASSK151) | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) |

| **Unit 5: What is an economy? – Year 6** | |
| --- | --- |
| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. 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They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. |

| **Unit 5: What is an economy? – Year 6** | | |
| --- | --- | --- |
| **General capabilities** | | |
| **Literacy** | **Personal and social capability** | **Critical and creative thinking** |
| * Navigate, read and view subject-specific texts with some challenging features and a range of graphic representations | * Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations | * Identify and justify the thinking behind choices they have made |
| * Use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning |  |  |

| **Unit 5: What is an economy? – Year 6** | |
| --- | --- |
| **Consumer and Financial Literacy National Framework** | |
| **Competence** | **Responsibility and enterprise** |
| * Evaluate the value of a range of goods and services in a variety of ‘real-life’ situations | * Exercise a range of enterprising behaviours through participation in relevant class and/or school activities |
| * Order and justify reasons for spending preferences |  |

## Unit 6: Consuming planet earth

| **Unit 6: Consuming planet earth – Year 6** | | | |
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| **Content descriptions** | | | |
| **Humanities and Social Sciences** | **English** | **Science** | **Design and Technologies** |
| The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150) | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) | Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100) | Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026) |
| Evaluate evidence to draw conclusions (ACHASSI129) | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) |  | Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027) |
| Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) |  |  | Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028) |

| **Unit 6: Consuming planet earth – Year 6** | | | |
| --- | --- | --- | --- |
| **Achievement standards** | | | |
| **Humanities and Social Sciences** | **English** | **Science** | **Design and Technologies** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) appropriate questions to frame an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect useful data and information from primary and secondary sources. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their origin and purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different perspectives in the past and present. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. | By the end of Year 6, students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [classify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Classify) different types of observable changes to materials. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) requirements for the transfer of electricity and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how energy can be transformed from one form to another when generating electricity. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how natural events cause rapid change to Earth’s surface. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [predict](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Predict) the effect of environmental changes on individual living things. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how scientific knowledge helps us to [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) problems and inform decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) historical and cultural contributions.  Students follow procedures to [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) investigable questions and [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) investigations into simple cause-and-effect relationships. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) variables to be changed and measured and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) potential safety risks when planning methods. They collect, [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) their data, identifying where improvements to their methods or research could improve the data. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) relationships in data using appropriate representations and [construct](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Construct) multimodal texts to communicate ideas, methods and findings. | By the end of Year 6, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) competing considerations in the [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) of products, services and environments, taking into account sustainability. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) and technologies contribute to meeting present and future needs. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.  Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They [suggest](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Suggest) criteria for success, including sustainability considerations, and use these to [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) their ideas and designed solutions. They combine [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) ideas and communicate these to audiences using graphical representation techniques and technical terms. Students [record](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Record) project plans including production processes. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use appropriate technologies and techniques correctly and safely to produce designed solutions. |

| **Unit 6: Consuming planet earth – Year 6** | | |
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| **General capabilities** | | |
| **Literacy** | **Critical and creative thinking** | **Ethical understanding** |
| * Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts | * Pose questions to clarify and interpret information and probe for causes and consequences | * Evaluate the consequences of actions in familiar and hypothetical scenarios |
| * Compose and edit learning area texts | * Identify and clarify relevant information and prioritise ideas |  |
|  | * Assess and test options to identify the most effective solution and to put ideas into action |  |
|  | * Identify and justify the thinking behind choices they have made |  |

| **Unit 6: Consuming planet earth – Year 6** |
| --- |
| **Consumer and Financial Literacy National Framework** |
| **Responsibility and enterprise** |
| * Identify and describe the impact that the consumer decisions of individuals may have on themselves and their families, the broader community and/or the environment |
| * Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, product design and development, business ventures and special events |
| * Exercise a range of enterprising behaviours through participation in relevant class and/or school activities |

## Unit 7: It’s your choice

| **Unit 7: It’s your choice** | | |
| --- | --- | --- |
| **Content descriptions** | | |
| **Humanities and Social Sciences** | **English** | **Health and Physical Education** |
| The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150) | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) | Examine how identities are influenced by people and places (ACPPS051) |
| Evaluate evidence to draw conclusions (ACHASSI129) | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) | Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) |
| Work in groups to generate responses to issues and challenges (ACHASSI130) |  | Practise skills to establish and manage relationships (ACPPS055) |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) |  | Examine the influence of emotional responses on behaviour and relationships (ACPPS056) |
| Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) |  |  |

| **Unit 7: It’s your choice** | | |
| --- | --- | --- |
| **Achievement standards** | | |
| **Humanities and Social Sciences** | **English** | **Health and Physical Education** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) appropriate questions to frame an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect useful data and information from primary and secondary sources. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their origin and purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different perspectives in the past and present. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. | By the end of Year 6, students [investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Investigate) developmental changes and transitions. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the influence of people and places on identities. They [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the influence of emotions on behaviours and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) factors that influence how people interact. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) their own and others’ contributions to health, physical activity, safety and wellbeing. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.  Students [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) fair play and skills to work collaboratively. They access and [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) health information and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) movement challenges. They [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) the elements of movement when composing and performing movement sequences. |

| **Unit 7: It’s your choice** | | | | | |
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| **General capabilities** | | | | | |
| **Literacy** | **Information and communication technology** | **Critical and Creative Thinking** | **Personal and social capability** | **Ethical understanding** | **Intercultural understanding** |
| * Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts | * Use ICT effectively to record ideas, represent thinking and plan solutions | * Pose questions to clarify and interpret information and probe for causes and consequences | * Describe the influence that personal qualities and strengths have on their learning outcomes | * Evaluate the consequences of actions in familiar and hypothetical scenarios | * Explain perspectives that differ to expand their understanding of an issue |
|  |  | * Identify and clarify relevant information and prioritise ideas | * Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential |  | * Imagine and describe the situations of others in local, national and global contexts |
|  |  | * Assess and test options to identify the most effective solution and to put ideas into action | * Explain the influence of emotions on behaviour, learning and relationships |  |  |
|  |  | * Identify and justify the thinking behind choices they have made | * Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals |  |  |
|  |  | * Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome | * Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety |  |  |
|  |  |  | * Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects |  |  |
|  |  |  | * Identify factors that influence decision making and consider the usefulness of these in making their own decisions |  |  |
|  |  |  | * Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations |  |  |

| **Unit 7: It’s your choice** |
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| **Consumer and Financial Literacy National Framework** |
| **Responsibility and enterprise** |
| By the end of Year 6, students can: |
| * Identify and describe the impact that the consumer decisions of individuals may have on themselves and their families, the broader community and/or the environment |
| * Exercise a range of enterprising behaviours through participation in relevant class and/or school activities |

## Unit 8: How can we make money?

| **Unit 8: How can we make money? – Year 6** | | | |
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| **Content descriptions** | | | |
| **Humanities and Social Sciences** | **English** | **Mathematics** | **Digital Technologies** |
| The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148) | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) | Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) | Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information (ACTDIP016) |
| The reasons businesses exist and the different ways they provide goods and services (ACHASSK151) | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) | Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128) |  |
| Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) | Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) |  |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) |  |  |  |
| Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124) |  |  |  |
| Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) |  |  |  |
| Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128) |  |  |  |
| Evaluate evidence to draw conclusions (ACHASSI129) |  |  |  |
| Work in groups to generate responses to issues and challenges (ACHASSI130) |  |  |  |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) |  |  |  |
| Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) |  |  |  |

| **Unit 8: How can we make money? – Year 6** | | | |
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| **Achievement standards** | | | |
| **Humanities and Social Sciences** | **English** | **Mathematics** | **Digital Technologies** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) appropriate questions to frame an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect useful data and information from primary and secondary sources. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their origin and purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different perspectives in the past and present. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. | By the end of Year 6, students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the properties of prime, composite, square and triangular numbers. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the use of integers in everyday contexts. They [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) problems involving length and area. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) timetables. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) combinations of transformations. They [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) problems using the properties of angles. Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) observed and expected frequencies. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) a variety of data displays including those displays for two categorical variables. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) secondary data displayed in the media.  Students [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) fractions and integers on a number line. They [calculate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Calculate) a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students [calculate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Calculate) common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) an ordered pair in any one of the four quadrants on the Cartesian plane. They [construct](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Construct) simple prisms and pyramids. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) probabilities using simple fractions, decimals and percentages. | By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how digital systems use whole numbers as a basis for representing a variety of data types.  Students define problems in terms of data and functional requirements and [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) into their designs and implement their digital solutions, including a visual program. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols. |

| **Unit 8: How can we make money? – Year 6** | | | | |
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| **General capabilities** | | | | |
| **Literacy** | **Numeracy** | **Information and communication technology** | **Critical and creative thinking** | **Personal and social capability** |
| * Compose and edit learning area texts | * Solve problems and check calculations using efficient mental and written strategies | * Use ICT effectively to record ideas, represent thinking and plan solutions | * Pose questions to clarify and interpret information and probe for causes and consequences | * Identify a community need or problem and consider ways to take action to address it |
| * Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts | * Create simple financial plans, budgets and cost predictions | * Independently or collaboratively create and modify digital solutions, creative outputs or data representation/ transformation for particular audiences and purposes | * Identify and clarify relevant information and prioritise ideas |  |
| * Plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences | * Collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media |  | * Analyse, condense and combine relevant information from multiple sources |  |
|  |  |  | * Combine ideas in a variety of ways and from a range of sources to create new possibilities |  |
|  |  |  | * Assess and test options to identify the most effective solution and to put ideas into action |  |
|  |  |  | * Apply knowledge gained from one context to another unrelated context and identify new meaning |  |
|  |  |  | * Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action |  |
|  |  |  | * Evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria |  |

| **Unit 8: How can we make money? – Year 6** | |
| --- | --- |
| **Consumer and Financial Literacy National Framework** | |
| **Competence** | **Responsibility and enterprise** |
| * Use a range of methods and tools to keep financial records in ‘real-life’ contexts | * Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, product design and development, business ventures and special events |
|  | * Exercise a range of enterprising behaviours through participation in relevant class and/or school activities |
|  | * Explain the role played by the voluntary sector in the community to help those in financial need |

## Unit 9: Is advertising consuming me?

| **Unit 9: Is advertising consuming me? – Year 6** | | |
| --- | --- | --- |
| **Content descriptions** | | |
| **Humanities and Social Sciences** | **English** | **Health and Physical Education** |
| Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) | Understand the uses of objective and subjective language and bias (ACELA1517) | Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057) |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) | Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) |  |
| Examine primary and secondary sources to determine their origin and purpose (ACHASSI126) | Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) |  |
|  | Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) |  |
|  | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) |  |
|  | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) |  |
|  | Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) |  |
|  | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) |  |
|  | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) |  |
|  | Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) |  |

| **Unit 9: Is advertising consuming me? – Year 6** | | |
| --- | --- | --- |
| **Achievement standards** | | |
| **Humanities and Social Sciences** | **English** | **Health and Physical Education** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) appropriate questions to frame an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect useful data and information from primary and secondary sources. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their origin and purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different perspectives in the past and present. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. | By the end of Year 6, students [investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Investigate) developmental changes and transitions. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the influence of people and places on identities. They [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the influence of emotions on behaviours and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) factors that influence how people interact. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) their own and others’ contributions to health, physical activity, safety and wellbeing. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.  Students [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) fair play and skills to work collaboratively. They access and [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) health information and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) movement challenges. They [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) the elements of movement when composing and performing movement sequences. |

| **Unit 9: Is advertising consuming me? – Year 6** | | | |
| --- | --- | --- | --- |
| **General capabilities** | | | |
| **Literacy** | **Critical and creative thinking** | **Ethical understanding** | **Intercultural understanding** |
| * Interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies | * Pose questions to clarify and interpret information and probe for causes and consequences | * Evaluate the consequences of actions in familiar and hypothetical scenarios | * Explain the impact of stereotypes and prejudices on individuals and groups within Australia |
| * Compose and edit learning area texts |  |  |  |
| * Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts |  |  |  |
| * Use subjective, objective and evaluative language, and identify bias |  |  |  |

| **Unit 9: Is advertising consuming me? – Year 6** | |
| --- | --- |
| **Consumer and Financial Literacy National Framework** | |
| **Competence** | **Responsibility and enterprise** |
| * Identify key features used in advertising, marketing and social media to influence consumer decision-making | * Examine and discuss the external factors that influence consumer choices |
|  | * Exercise a range of enterprising behaviours through participation in relevant class and/or school activities |

# **BUY SMART – PRIMARY SCHOOL RESOURCE KIT (OFFICE OF FAIR TRADING, QUEENSLAND)**

| **Primary school resource kit** | |
| --- | --- |
| **Content description**s | |
| **Humanities and Social Sciences** | **English** |
| Where ideas for new laws can come from and how they become law (ACHASSK146) | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) |
| The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) |
| Evaluate evidence to draw conclusions (ACHASSI129) | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) |
| Work in groups to generate responses to issues and challenges (ACHASSI130) |  |
| Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133) |  |

| **Primary school resource kit** | |
| --- | --- |
| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) appropriate questions to frame an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect useful data and information from primary and secondary sources. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their origin and purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different perspectives in the past and present. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. |

| **Primary school resource kit** | | |
| --- | --- | --- |
| **General capabilities** | | |
| **Literacy** | **Information and communication technology** | **Critical and creative thinking** |
| * Compose and edit learning area texts | * Locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways | * Pose questions to clarify and interpret information and probe for causes and consequences |
| * Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts |  | * Identify and clarify relevant information and prioritise ideas |
| * Plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences |  | * Identify and justify the thinking behind choices they have made |

| **Primary school resource kit** | |
| --- | --- |
| **Consumer and Financial Literacy National Framework** | |
| **Knowledge and understanding** | **Responsibility and enterprise** |
| * Identify and discuss some rights and responsibilities of consumers and business | * Exercise a range of enterprising behaviours through participation in relevant class and/or school activities |

# **BUY SMART – ENHANCING RESOURCE KIT (OFFICE OF FAIR TRADING, QUEENSLAND)**

## Activity 1: Making a complaint

| **Activity 1: Making a complaint – Year 6** | |
| --- | --- |
| **Content descriptions** | |
| **Humanities and Social Sciences** | **English** |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) | Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) |
| Work in groups to generate responses to issues and challenges (ACHASSI130) | Understand the uses of objective and subjective language and bias (ACELA1517) |
| Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) |
| Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133) | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) |

| **Activity 1: Making a complaint – Year 6** | |
| --- | --- |
| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of an event/development, an individual and/or group. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) continuities and changes for different groups in the past and present. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the causes and effects of change on society. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) the experiences of different people in the past. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe), [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the diverse characteristics of different places in different locations from local to global scales. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how people, places, communities and environments are diverse and globally interconnected and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections over time. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of people, institutions and processes to Australia’s democracy and legal system. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) why choices about the allocation of resources involve trade-offs. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) why it is important to be informed when making consumer and financial decisions. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the purpose of business and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the different ways that businesses choose to provide goods and services. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) appropriate questions to frame an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect useful data and information from primary and secondary sources. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their origin and purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different perspectives in the past and present. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) distributions, patterns and trends, and to infer relationships, and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) evidence to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) time by creating timelines. They [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. | By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events.  Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. |
| By the end of Year 6, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the significance of people and events/developments in bringing about change. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the causes and effects of change on particular communities and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) aspects of the past that have remained the same. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the experiences of different people in the past. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the characteristics of places in different locations at local to national scales. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the interconnections between people and the human and environmental characteristics of places, and between components of environments. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections on the characteristics of places and environments. Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the importance of values and processes to Australia’s democracy and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the roles of different people in Australia’s legal system. They [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) that choices need to be made when allocating resources. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) factors that influence their choices as consumers and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) strategies that can be used to inform these choices. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) questions for an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect data and information from a range of sources to answer inquiry questions. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different viewpoints. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) distributions, simple patterns and trends, and to infer relationships, and [suggest](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Suggest) conclusions based on evidence. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, [record](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Record) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. | By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how text structures assist in understanding the text. They [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features, images and vocabulary influence interpretations of characters, settings and events.  When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) literal and implied information from a variety of texts. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how events, characters and settings in texts are depicted and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their own responses to them. They listen and ask questions to clarify content.  Students use language features to show how ideas can be extended. They [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) a point of view about a text, selecting information, ideas and images from a range of resources.  Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) understanding of grammar using a variety of sentence types. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning. |

| **Activity 1: Making a complaint – Year 6** | | | |
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| **General capabilities** | | | |
| **Literacy** | **Information and communication technology** | **Critical and creative thinking** | **Personal and social capability** |
| * Compose and edit learning area texts | * Locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways | * Pose questions to clarify and interpret information and probe for causes and consequences | * Identify and explain factors that influence effective communication in a variety of situations |
| * Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts |  | * Identify and clarify relevant information and prioritise ideas | * Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations |
|  |  | * Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome |  |

| **Activity 1: Making a complaint – Year 6** | |
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| **Consumer and Financial Literacy National Framework** | |
| **Knowledge and understanding** | **Responsibility and enterprise** |
| * Identify and discuss some rights and responsibilities of consumers and business | * Exercise a range of enterprising behaviours through participation in relevant class and/or school activities |