|  |
| --- |
| 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 5** | |
| --- | --- |
| **Content descriptions** | |
| **Humanities and Social Sciences** | **English** |
| The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) |
| Work in groups to generate responses to issues and challenges (ACHASSI102) |  |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) |  |

| **Unit 1: I am a consumer – Year 5** | |
| --- | --- |
| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 5, 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 5, 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. |

| **Unit 1: I am a consumer – Year 5** | |
| --- | --- |
| **General capabilities** | |
| **Literacy** | **Critical and creative thinking** |
| Level 4: Typically, by the end of Year 6, students: | |
| * 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 5** | |
| --- | --- |
| **Consumer and Financial Literacy National Framework** | |
| **Competence** | **Responsibility and enterprise** |
| By the end of Year 6, students can: | |
| * 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 5** | |
| --- | --- |
| **Content descriptions** | |
| **Humanities and Social Sciences** | **English** |
| Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121) | Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501) |
| Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094) | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) |
| Work in groups to generate responses to issues and challenges (ACHASSI102) | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) |
| Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) |
| 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 (ACHASSI105) | Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) |

| **Unit 2: An informed consumer – Year 5** | |
| --- | --- |
| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 5, 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. 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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 5, 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. |

| **Unit 2: An informed consumer – Year 5** | | |
| --- | --- | --- |
| **General capabilities** | | |
| **Literacy** | **Personal and social capability** | **Ethical understanding** |
| Level 4: Typically, by the end of Year 6, students: | | |
| * 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 5** | | |
| --- | --- | --- |
| **Consumer and Financial Literacy National Framework** | | |
| **Knowledge and understanding** | **Competence** | **Responsibility and enterprise** |
| By the end of Year 6, students can: | | |
| * 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 5** | |
| --- | --- |
| **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 (ACHASSI103) | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) |
|  | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) |
|  | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) |

| **Unit 3: Let’s work – Year 5** | |
| --- | --- |
| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 5, 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. 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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 5, 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.  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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. |

| **Unit 3: Let’s work – Year 5** | |
| --- | --- |
| **General capabilities** | |
| **Literacy** | **Critical and creative thinking** |
| Level 4: Typically, by the end of Year 6, students: | |
| * 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 5** |
| --- |
| **Consumer and Financial Literacy National Framework** |
| **Knowledge and understanding** |
| By the end of Year 6, students can: |
| * 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 5** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content descriptions** | | | | | | | |
| **Humanities and Social Sciences** | **English** | | | **Mathematics** | | **Visual Arts** | |
| By the end of year 5, students will be taught to: | | | | | | By the end of Year 6, students will be taught to: | |
| The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) | | | Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) | | Develop and apply techniques and processes when making their artworks (ACAVAM115) | |
| Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121) | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) | | | Create simple financial plans (ACMNA106) | |  | |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) | | |  | |  | |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) | Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612) | | |  | |  | |
|  | Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) | | |  | |  | |
| **Unit 4: Money, money, money – Year 5** | | | | | | |
| **Achievement standards** | | | | | | |
| **Humanities and Social Sciences** | | **English** | **Mathematics** | | **Visual Arts** | |
| By the end of Year 5, 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 5, 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. | By the end of Year 5, students [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students [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) factors and multiples. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) strategies for finding unknown quantities in number sentences involving the four operations. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) transformations of two-dimensional shapes and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) line and rotational symmetry. Students [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) different data sets.  Students order decimals and unit fractions and [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and [calculate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Calculate) perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) landmarks. They [measure](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Measure) and [construct](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Construct) different angles. Students [list](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=List) outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students [pose](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Pose) questions to gather data, and [construct](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Construct) data displays appropriate for the data. | | By the end of Year 6, students explain how ideas are represented in artworks they make and view. They 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 different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience. | |

| **Unit 4: Money, money, money – Year 5** | | | |
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| **General capabilities** | | | |
| **Literacy** | **Numeracy** | **Information and communication technology** | **Critical and creative thinking** |
| Level 4: Typically, by the end of Year 6, students: | | | |
| * 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 5** | | |
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| **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 5** | |
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| **Content descriptions** | |
| **Humanities and Social Sciences** | **English** |
| The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) |
| Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120) | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) |  |

| **Unit 5: What is an economy? – Year 5** | |
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| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 5, 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 5, 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. |

| **Unit 5: What is an economy? – Year 5** | | |
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| **General capabilities** | | |
| **Literacy** | **Personal and social capability** | **Critical and creative thinking** |
| Level 4: Typically, by the end of Year 6, students: | | |
| * 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 5** | |
| --- | --- |
| **Consumer and Financial Literacy National Framework** | |
| **Competence** | **Responsibility and enterprise** |
| By the end of Year 6, students can: | |
| * 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 5** | | | |
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| **Content descriptions** | | | |
| **Humanities and Social Sciences** | **English** | **Science** | **Design and Technologies** |
| By the end of year 5, students will be taught to: | | | By the end of Year 6, students will be taught to: |
| Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHASSK120) | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) | Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083) | Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026) |
| Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121) | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) |  | Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027) |
| Evaluate evidence to draw conclusions (ACHASSI101) |  |  | Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028) |
| Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) |  |  |  |

| **Unit 6: Consuming planet earth – Year 5** | | | |
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| **Achievement standards** | | | |
| **Humanities and Social Sciences** | **English** | **Science** | **Design and Technologies** |
| By the end of Year 5, 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 5, 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. | By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people’s lives, help us solve problems and how science knowledge develops from many people’s contributions.  Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts. | By the end of Year 6, describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students 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 criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. |

| **Unit 6: Consuming planet earth – Year 5** | | |
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| **General capabilities** | | |
| **Literacy** | **Critical and creative thinking** | **Ethical understanding** |
| Level 4: Typically, by the end of Year 6, students: | | |
| * 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 5** |
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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 |
| * 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** | | |
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| **Content descriptions** | | |
| **Humanities and Social Sciences** | **English** | **Health and Physical Education** |
| By the end of year 5, students will be taught to: | | By the end of Year 6, students will be taught to: |
| Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121) | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) | Examine how identities are influenced by people and places (ACPPS051) |
| Evaluate evidence to draw conclusions (ACHASSI101) | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) | Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) |
| Work in groups to generate responses to issues and challenges (ACHASSI102) |  | 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 (ACHASSI103) |  | 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 (ACHASSI104) |  |  |

| **Unit 7: It’s your choice** | | |
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| **Achievement standards** | | |
| **Humanities and Social Sciences** | **English** | **Health and Physical Education** |
| By the end of Year 5, 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 5, 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. | 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** |
| Level 4: Typically, by the end of Year 6, students: | | | | | |
| * 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 |  |  |
|  |  |  | * 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 5** | | | |
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| **Content descriptions** | | | |
| **Humanities and Social Sciences** | **English** | **Mathematics** | **Digital Technologies** |
| By the end of year 5, students will be taught to: | | | By the end of Year 6, students will be taught to: |
| Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094) | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) | Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) | Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information (ACTDIP016) |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) | Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) | Create simple financial plans (ACMNA106) |  |
| Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096) | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) | Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) |  |
| Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099) |  | Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) |  |
| Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) |  | Describe and interpret different data sets in context (ACMSP120) |  |
| Evaluate evidence to draw conclusions (ACHASSI101) |  |  |  |
| Work in groups to generate responses to issues and challenges (ACHASSI102) |  |  |  |
| Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) |  |  |  |
| Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) |  |  |  |

| **Unit 8: How can we make money? – Year 5** | | | |
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| **Achievement standards** | | | |
| **Humanities and Social Sciences** | **English** | **Mathematics** | **Digital Technologies** |
| By the end of Year 5, 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 5, 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. | By the end of Year 5, students [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students [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) factors and multiples. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) strategies for finding unknown quantities in number sentences involving the four operations. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) transformations of two-dimensional shapes and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) line and rotational symmetry. Students [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) different data sets.  Students order decimals and unit fractions and [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and [calculate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Calculate) perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) landmarks. They [measure](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Measure) and [construct](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Construct) different angles. Students [list](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=List) outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students [pose](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Pose) questions to gather data, and [construct](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Construct) data displays appropriate for the data. | By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They 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 solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They 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. |

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| **Unit 8: How can we make money? – Year 5** | | | | |
| **General capabilities** | | | | |
| **Literacy** | **Numeracy** | **Information and communication technology** | **Critical and creative thinking** | **Personal and social capability** |
| Level 4: Typically, by the end of Year 6, students: | | | | |
| * 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 5** | |
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| **Consumer and Financial Literacy National Framework** | |
| **Competence** | **Responsibility and enterprise** |
| By the end of Year 6, students can: | |
| * 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 5** | | |
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| **Content descriptions** | | |
| **Humanities and Social Sciences** | **English** | **Health and Physical Education** |
| By the end of year 5, students will be taught to: | | By the end of Year 6, students will be taught to: |
| Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121) | Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) | Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057) |
| Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094) | Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations (ACELA1511) |  |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) | Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795) |  |
| Examine primary and secondary sources to determine their origin and purpose (ACHASSI098) | Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) |  |
|  | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) |  |
|  | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) |  |
|  | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) |  |
|  | Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) |  |
|  | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) |  |
|  | Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) |  |

| **Unit 9: Is advertising consuming me? – Year 5** | | |
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| **Achievement standards** | | |
| **Humanities and Social Sciences** | **English** | **Health and Physical Education** |
| By the end of Year 5, 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 5, 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. | 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 5** | | | |
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| **General capabilities** | | | |
| **Literacy** | **Critical and creative thinking** | **Ethical understanding** | **Intercultural understanding** |
| Level 4: Typically, by the end of Year 6, students: | | | |
| * 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 5** | |
| --- | --- |
| **Consumer and Financial Literacy National Framework** | |
| **Competence** | **Responsibility and enterprise** |
| By the end of Year 6, students can: | |
| * 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** | |
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| **Content descriptions** | |
| **Humanities and Social Sciences** | **English** |
| Why regulations and laws are enforced and the personnel involved (ACHASSK117) | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) |
| Evaluate evidence to draw conclusions (ACHASSI101) | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) |
| Work in groups to generate responses to issues and challenges (ACHASSI102) | Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) |
| 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 (ACHASSI105) | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) |

| **Primary school resource kit** | |
| --- | --- |
| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 5, 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 5, 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. |

| **Primary school resource kit** | | |
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| **General Capabilities** | | |
| **Literacy** | **Information and communication technology** | **Critical and creative thinking** |
| Level 4: Typically, by the end of Year 6, students: | | |
| * 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** |
| By the end of Year 6, students can: | |
| * 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 5** | |
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| **Content descriptions** | |
| **Humanities and Social Sciences** | **English** |
| Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) | Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501) |
| Work in groups to generate responses to issues and challenges (ACHASSI102) | Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) |
| Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) |
| 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 (ACHASSI105) | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) |

| **Activity 1: Making a complaint–Year 5** | |
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| **Achievement standards** | |
| **Humanities and Social Sciences** | **English** |
| By the end of Year 5, 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 5, 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 5** | | | |
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| **General capabilities** | | | |
| **Literacy** | **Information and communication technology** | **Critical and creative thinking** | **Personal and social capability** |
| Level 4: Typically, by the end of Year 6, students: | | | |
| * 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 5** | |
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| **Consumer and Financial Literacy National Framework** | |
| **Knowledge and understanding** | **Responsibility and enterprise** |
| By the end of Year 6, students can: | |
| * 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 |