(no-code)

and respond to about self, others, and classroom environment, using expressions

•

•

Elaborations

• using formal and informal greetings with in a variety of , for example, greeting friends or teachers and older people, for example, ■■■■■■ ■■■, ■■■ ■■■ ■■ ■■? ■■ ■■■■, ■■ ■■■■■ ■■■■

• sharing information about themselves, friends or family, for example, ■■■■■ ■■ ■■■■ ■■■■■■ ■■■■ ■■■, ■■■■ ■■■■ ■■■■ ■■■■ ■■

• expressing likes, dislikes, preferences, feelings and emotions, for example, ■■■■ ■■■ ■■■■ ■■■■, ■■ ■■■■■ ■■■■ ■■, ■■■ ■■■■ ■■■■■■■ ■■ ■■■■■■ ■■■, ■■ ■■■■ ■■■■■ ■■■■■ ■■, ■■ ■■■

• exchanging details about, interests, routines, experiences or leisure , for example, ■■■■ ■■■■ ■■■■ ■■■ ■■? ■■■■ ■■■■■ ■■■ ■■■? ■■■■ ■■■■■■ ■■■■■ ■■■■■ ■■■■ ■■ ■■■■■■■ …; ■■■■ ■■■ ■■■■■ ■■?; ■■■ ■■■■■ ■■■■ ■■ ■■■ ■■■ ■■■■ ■■■■ ■■■■ ■■■ ■■■■ ■■■ ■■ ■■■■ ■■■;; ■■ ■■■■ ■■ ■■■■■■ ■■■■ ■■■■ ■■■?

• talking about recent community events or special celebrations, using associated with time, location and frequency, for example, ■■■ ■■■■■■ ■■ ■■■■ ■■? ■■■ ■■ ■■■ ■■■■■ ■■ ■■■■■■■■■ ■■■ ■■■ ■■■■ ■■■; ■■ ■■■■■■■ ■■■■ ■■■■■ ■■■?; ■■■■ ■■ ■■■■■■■ ■■■ ■■■ ■■■■■ ■■■■■ ■■■■ ■■? ■■ ■■■■■■ ■■ ■■■ ■■■■■■ ■■■■ ■■■■ ■■■■

• asking and responding to familiar related to time, place, people and number, using appropriate and expressions, for example, ■■■■■ ■■■ ■■■? ■■ ■■■ ■■ ■■■ ■■? ■■■■ ■■■■■■■ ■■ ■■?

• engaging in classroom routines and responsibilities, for example, being an assistant, giving instructions and information, and responding to requests, such as ■■■■ ■■■■ ■■ ■■■ ■■ ■■■■■ ■■■ ■■■■ ■■■■ ■■ ■■■ ■■■ ■■■ ■■■■ ■■ ■■■■■ ■■ ■■■■ ■■■ ■■ ■■ ■■■■■■ ■■■ ■■ ■■■!

• using appropriate to ask for help, direction, information or to attract attention, for example, ■■ ■■■■ ■■?, ■■■■ ■■■ ■■■■ ■■■■ ■■ ■■■ ■■■ ■■ ■■■■■■■ ■■■■ ■■ ■■■■ ■■■ ■■■■■■? ■■■■■■■■ ■■? ■■■■■ ■■■ ■■■ ■■?

• praising and encouraging each other during learning , for example, ■■■■ ■■■■■■! ■■■■ ■■■■ ■■■ ■■■-■■■ ■■■

• exchanging different types of written and digital correspondence in secure online environments such as notes, messages, greeting cards or invitations, using such as ■■ ■■■ ■■ ■■■■; ■■■■ ■■ ■■■ ■■■■■■■; ■■ ■■■■■■; ■■■■■■■■; ■■■■■■■ ■■; ■■■■■■ ■■■■ ■■■ ■■

Students learn to:

initiate exchanges and respond to modelled questions about self, others, and class using formulaic expressions

(AC9LH4C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Speaking and listening

• Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

• Collaboration

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Resources

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LH4C01

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LH4C01

Learning progression extract

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

• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LH4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LH4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and

linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm

responsively

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C01

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• use a range of skills to enhance verbal and non-verbal communication

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH4C01

Continuum extract

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

• participate cooperatively in groups on common tasks and activities

• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com

responsively

Content description

AC9LH4C01

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• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Resource – Hindi language resource

Hindi

Language support resource

The Hindi Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Hindi. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

• Part 1 – language features and structures

• Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Hindi for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LH4C02

participate in that involve planning with others, using a range of familiar and structures

•

•

Elaborations

• using and active skills, and , when working collaboratively and contributing ideas, for example, ■■ ■■ ■■■■■ ■■■■■■ ■■? ■■ ■■ ■■■■ ■■...

• participating in a role-plays or skits, such as buying items or ordering food, using props such as play money and dress-up clothes, for example, ■■ ■■■■■ ■■■■■■ ■■ ■■?; ■■ ■■ ■■■■■ ■■■■■■■; ■■■■■■ ■■ ■■■■■ ■■ ■■■■■, ■■■■■ ■■■■-■■■■ ■■■■■ ■■■■ ■

• engaging in group games inside and outside the classroom such as ■■-■■, ■■■■-■■■■■■■, ■■■■■■■■■, ■■■■■, using associated , taking turns and sharing, for example ■■ ■■■■ ■■■■■; ■■ ■■■■ ■■ ■■■■■, ■■■■ ■■■■■■■ ■ ■■■■ ■■■■; ■■■■■ ■■ ■■■■■ ■■ ■■■■ ■■■■ ■■■■

• following procedures or giving instructions for such as cooking, craft or science experiments, using forms such as imperative and measurement terms, for example, 100 ■■■■■■ ■■■■, ■■■■■ ■■■■■ ■■■■■ ■■■■■■, ■■■■■ ■■■■ ■■■■ ■■■■ ■■■■; ■■ ■■■■■■ ■■■■ ■■■■■, ■■■■ ■■■■■ ■■■■■, ■■■■ ■■ ■■■■■; ■■■■■ ■■ ■■■■

• , giving feedback and encouraging each other during collaborative learning , for example, ■■■■■ ■■■■■■ ■■■■ ■■■■■ ■■ ■■■■ ■■? ■■■■■ ■■■■■■■ ■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■■■■ ■■■■■■■■■ ■■■■■ ■■■■ ■■ ■■■■■ ■■■■■ ■■■■ ■■■■-■■■■ ■■; ■■■■■■ ■■■■■ ■■■■■■ ■■■■■■

• creating a 'show and tell' roster with a weekly theme such as a favourite toy, found item or family member's profession, for example, ■■ ■■■■■ ■■■■■■■■ ■■■■■■■■ ■■, ■■ ■■■■ ■■■■■ ■■■■ ■■ ■■ ■■■■■ ■■

• assisting in planning an item for a school assembly, another class or for the community, discussing roles and responsibilities, for example, ■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■ ■■■■ ■■■■■■ ■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■ ■■■■ ■■■■■; ■■■■! ■■ ■■■■■■ ■■■■ ■■■■ ■■■■■ ■■■■ ■■■■■ ■■ ■■■■ ■■■■■ ■■■■■■ ■■?

• working together to design posters, promotional material or invitations for an such as a cultural event or a visit to a region of India, for example, ■■ ■■ ■■■■■ ■■ ■■■■■■■■■■ ■■ ■■■■■ ■■■■■; ■■■■■■■ ■■■■■ ■■ ■■■■■■■ ■■ ■■; ■■■■■■■ ■■■■■ ■■■■ ■■■■ ■■?

• making shared decisions about content, design and when creating displays or posters for special events, such as ■■■■■■■■■■ ■■■■■; ■■■■■■■■■ ■■■■■; ■■■■■■■■ ■■■■ ■■■■■; ■■■■■■■■■ ■■■■■■■

Students learn to:

participate in activities that involve planning with others, using a range of familiar p

modelled structures

(AC9LH4C02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Speaking and listening

• Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social management

• Communication
• Collaboration

Social management

• Communication
• Collaboration

Social management

• Communication
• Collaboration

Social management

• Communication
• Collaboration

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social management

• Communication
• Collaboration

Engaging with cultural and linguistic diversity

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• Collaboration

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social management

• Communication
• Collaboration

Social management

• Communication
• Collaboration

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social management

• Communication

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9LH4C02

Continuum extract

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LH4C02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Develop multiple perspectives

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

Content description

AC9LH4C02

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C02

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Develop multiple perspectives

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

Content description

AC9LH4C02

Continuum extract

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

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C02

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

perspectives

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

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Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH4C02

Continuum extract

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

• participate cooperatively in groups on common tasks and activities

• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

• coordinate contributions of group members, suggesting improvements to ways of working and

collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C02

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH4C02

Continuum extract

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

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Develop multiple perspectives

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

Content description

AC9LH4C02

Continuum extract

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

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C02

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

AC9LH4C03

locate and respond to key information related to familiar content obtained from spoken, written and

•
•

Elaborations

• accessing , simple print or digital such as advertisements, catalogues, menus and packaging, to locate key points of information such as product, number, price, target or suitability to recycle
• to short spoken that contain some unfamiliar , such as announcements or directions for a game or to a place, identifying specific points of information to obtain gist
• to a factual report such as a weather forecast and a message to a friend inviting them to go out,

and incorporating information from the stimulus , for example, ■■■■■■■ ■■ ■■■ ■■■■■■■■, ■■ ■■ ■■ ■■ ■■■■ ■■■

• learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Hindi

• researching information about Indian regions, such as , , dress, food and animal species, and recording key facts to present in an informative , for example, ■■■■■■■ ■■■ ■■■■■ ■■■■■ ■■■■■ ■■, ■■■■■■■ ■■■ ■■ ■■■■■■■ ■■■ ■■■ ■■■■■ ■■■; ■■■■■ ■■■■■ ■■■■■■■■ ■■■ ■■■■■ ■■

• to or popular stories, and re-enacting scenes or adapting the using such as an alternative ending or new , for example, ■■■■■■■■ ■■ ■■■■■■■■■, ■■■■■ ■■ ■■■■■■, ■■■■■■■■■■

• comparing information related to aspects of school life in India and Australia such as timetables, lunch break, extracurricular or sports, for example, the ‘midday meals’ scheme in India compared to school canteen meals in Australia

• questioning or surveying classmates about likes and dislikes, pets or interests, and representing the data in various formats such as lists, tables or a shared class graph, for example, ■■ ■■■■■■■ ■■ ■■■■■■ ■■ ■■■■■ ■■■■■■ ■■■■■ ■■; ■■ ■■■■ ■■ ■■ ■■ ■■■■■■ ■■■; ■■■■■ ■■ ■■■■■ ■■■■■ ■■

• categorising information from a range of such as advertisements, menus or catalogues, for example, classifying objects as plants/animals, natural/made, recyclable/disposable, or by price, colour, size

Students learn to:

locate and respond to key information related to familiar content obtained from spo multimodal texts

(AC9LH4C03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Inquiring

• Identify, process and evaluate information

Design

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Culture

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Resources

Work Samples

WS01 - ■■■■■■■■■■■■ ■■ ■■■■■■ ■■■■■ (Australian and Indian birds)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH4C03

Continuum extract

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

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

• identify and explain similarities and differences in selected information

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

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

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LH4C03

Learning progression extract

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

Comprehension

• reads and views simple texts independently (see Text complexity)

• locates directly stated information

• recounts or describes sequenced ideas or information

• identifies a clearly evident main idea in a simple text

• listens to texts to engage with learning area content (e.g. a text about family histories)

• reads and views the content of texts and describes new or learnt information

• expresses an opinion or preference for a topic or text with a supporting reason

• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)

• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

• reads high-frequency words in continuous text

• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

• pauses when meaning breaks down and attempts to self-correct

• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)

• selects appropriate reading paths when reading simple texts and navigates simple screen-based

texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)
• makes plausible interpretations of the meaning of unfamiliar words
• understands simple qualifying or emotive words
• uses context to understand homonyms

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LH4C03

Learning progression extract

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

• responds to simple and elementary texts (see Text complexity)
• recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
• answers literal and simple inferential questions from a text they have listened to
• infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
• experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
• uses learnt vocabulary and simple adjectives to recount key ideas from heard text
• responds to elementary texts (see Text complexity)
• listens purposefully to texts to identify specific learning area content
• recalls specific information from a learning area text
• attends to sequence when recounting ideas
• infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
• describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
• retells a familiar story with some possible minor adaptations
• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
• responds to moderately complex texts (see Text complexity)
• responds to texts with unfamiliar content
• identifies main ideas of a spoken text using supporting details
• identifies purpose and intended audience of a spoken text
• infers layered meaning from texts (e.g. musical overlay that creates mood)
• asks relevant questions to extend understanding
• describes language and audio features of the text

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH4C03

Continuum extract

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

• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

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Snapshot – Identify, process and evaluate information

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

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Snapshot – Identify, process and evaluate information

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

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Snapshot – Identify, process and evaluate information

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH4C03

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH4C03

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH4C03

Continuum extract

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

Resource – WS01 - ■■■■■■■■■■■■ ■■ ■■■■■■ ■■■■■ (Australian and Indian birds)

By the end of Year 4, students use Hindi language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts, using Devan■gar■ script as appropriate.

Students imitate sound combinations and rhythms of spoken Hindi. They demonstrate understanding that Hindi has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Hindi and make comparisons between Hindi and English. They understand that the Hindi language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

AC9LH4C03

locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts

AC9LH4C05

create and present informative and imaginative spoken, written and multimodal texts using modelled Devan■gar■ script in simple sentences, and formulaic expressions

AC9LH4U01

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Hindi to form words and phrases

AC9LH4U02

recognise Hindi language and some script conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LH4C04

develop strategies to comprehend and Hindi in familiar to cultural meaning

•

•

Elaborations

• discussing the meaning of Hindi expressions and that may be unfamiliar to non-Hindi speakers and working out how to explain these, such as the way that elders greet children by holding their hand over the child's head and saying ■■■■ ■■■ or bowing to show respect, addressing older siblings as ■■ rather than ■■■

• comparing use at home, school and in the community, for example, identifying differences in ways of thanking someone or asking for help, or the use of nicknames or terms of affection, such as ■■■■ ■■■■, ■■■■ ■■■■■■■, ■■■■ ■■ ■■ -■■■■ ■■■■■■■ ■■

• recognising and expressions in Hindi that reflect traditions and distinctions that are not easily translated into English, for example, forms of such as ■■■■■■■ ■■ for a spiritual leader, ■■■■■■■ for a male teacher, ■■■■■■■ for an older male person and ■■■ ■■■ as a mode of greeting in villages

• translating popular children's , songs and stories into English, for example, ■■■-■■■ ■■■■ ■■ ■■■■■■■; ■■■■ ■■■■, noticing that are difficult to or explain

• translating signs or in familiar from Hindi into English, for example, street signs, and food labels, noting that some signs and symbols are universal, for example, the recycle sign is similar in many countries

• creating resources to use in class to reinforce learning and exposure to concepts, such as pattern charts, a class digital dictionary, a board game or an alphabet bank with beginning with the same letter, for example, ■■■, ■■■■, ■■■■■

• recognising that some Australian terms, and expressions are only meaningful in the Australian and have no equivalent in Hindi, for example, 'bush walking', 'break a leg', 'no worries'

Students learn to:

develop strategies to comprehend and adjust Hindi language in familiar contexts to meaning

(AC9LH4C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH4C04

Continuum extract

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

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LH4C04

Learning progression extract

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

Comprehension

• reads and views simple texts independently (see Text complexity)

• locates directly stated information

• recounts or describes sequenced ideas or information

• identifies a clearly evident main idea in a simple text

• listens to texts to engage with learning area content (e.g. a text about family histories)

• reads and views the content of texts and describes new or learnt information

• expresses an opinion or preference for a topic or text with a supporting reason

• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)

• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

• reads high-frequency words in continuous text

• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

• pauses when meaning breaks down and attempts to self-correct

• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)

• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)

• scans texts to locate specific information in an elementary print text

• recounts or describes the most relevant details from a text

• tracks ideas or information throughout the text

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms

such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and

understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH4C04

Continuum extract

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

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH4C04

Continuum extract

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

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH4C04

Continuum extract

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

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

AC9LH4C05

and present informative and imaginative spoken, written and using in simple , and expressions

•

•

Elaborations

• using to print or digital to describe aspects of their personal worlds such as family, friends and favourite things, for example, ■■ ■■■■■■■■■■■■ ■■■ ■■■■■ ■■■■■ ■■■ ■■■■ ■■ ■■; ■■■■■ ■■■■■■■■■ ■■■■■ ■

• creating a family tree, poster or presentation to show ancestry and background ■■■■■■■■, using simple descriptive and culturally appropriate terms to identify relationships, for example, ■■■■■; ■■■■■; ■■■■■■-■■■■■■

• creating a class map that identifies the regions of India, Fiji, Mauritius and other parts of the world which have communities of Hindi speakers and speakers of related and that are represented in the classroom, such as ■■■■■, ■■■■■■■■, ■■■■■■■, ■■■■■■

• creating simple descriptions in Hindi and matching them to appropriate First Nations locations in their local area or elsewhere in Australia

• producing materials to share with the local Hindi-speaking community regarding features of the

environment such as maps, the local ecosystem or flora and fauna, for example, ■■ ■■■■■■ ■■■, ■■ ■■■■■ ■■ ■■■■■ ■■■■

• contributing to a class newsletter or report about topics they have been studying in Hindi or other learning areas, using some unfamiliar , for example, ■■■■■■■■■ ■■ ■■ ■■■■■ ■■■■■■■■ ■■ ■■■■ ■■ ■■■■■■; ■■■■■-■■■■■; ■■■■■■ ■■■■■■

• and illustrating simple , such as ■■■■■■ ■■ ■■■■■■ by creating captions for a series of images, or a mini book such as ■■■■■■ ■■■■■■ ■■ ■■■■■■ ■■■■■■

• performing simple imaginative , switching between Hindi and English, and using dance, singing or movement to animate and bring scenes to life, for example, acting out events or adopting the persona of a such as ■■■■■■, ■■■■■-■■■■■■, ■■■■■ ■■■■■■, ■■■■■■■■■

• modifying simple with their own creative input, for example, substituting or in a well-known song, fable or procedure, such as, ■■ ■■■■■ ■■■■■ ■■■■■■; ■■■■, ■■■■■ ■■ ■■■■■■, ■■■■; using an alternative animal and Indian foods

• presenting information using picture stories or displays on topics of potential interest to Hindi-speaking children of their own age, for example, unique Australian facts such as ■■■■■■■ ■■ ■■■■■■ ■■■■■ ■■■■ ■■ ■■■■■ ■■ ■■■■■ ■■■■, incorporating subtitles, sounds and punctuation to the

Students learn to:

create and present informative and imaginative spoken, written and multimodal text

Devan■gar■ script in simple sentences, and formulaic expressions

(AC9LH4C05)

General capabilities and cross-curriculum priorities

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

Writing

• Creating texts

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

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

Social management

• Communication

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Knowing Asia and its diversity

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Social management

• Communication

Country/Place

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication
• Collaboration

Generating

• Create possibilities

Social management

• Communication

Navigating intercultural contexts

• Adapt in intercultural exchanges

Social management

• Communication

Resources

Work Samples

WS01 - [redacted] (Australian and Indian birds)

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LH4C05

Learning progression extract

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

Crafting ideas

• writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
• explains the purpose and audience of familiar imaginative and informative texts
• creates short texts in different forms such as a simple recount
• combines visuals with written text where appropriate
• reads back own writing word by word
• talks about own text and describes subject matter and images

Text forms and features

• writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
• writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
• writes from left to right using spaces between attempted words
• uses basic noun groups/phrases (e.g. "my house") (see Grammar)
• uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

• writes simple familiar words (e.g. "saw", "food", "they")
• includes some learning area vocabulary in own texts (e.g. "season")
• uses taught high-frequency words

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty’s house last week.")
• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is

small.")
• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)
• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LH4C05

Learning progression extract

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

Crafting ideas

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

• uses some varying intonation or volume for emphasis
• regulates pace with pausing

Vocabulary

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

Crafting ideas

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

Vocabulary

• experiments with vocabulary drawn from a variety of sources
• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
• uses a range of vocabulary to indicate connections (e.g. consequences)
• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LH4C05

Continuum extract

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

• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH4C05

Continuum extract

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

• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH4C05

Continuum extract

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

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH4C05

Continuum extract

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

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LH4C05

Continuum extract

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C05

Continuum extract

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

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH4C05

Continuum extract

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

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4C05

Continuum extract

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

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

AC9LH4U01

recognise and use combinations of sounds, and patterns of Hindi to form and

-
-

Elaborations

• pronouncing the sounds of the 45 Hindi letters and applying this knowledge to and
• imitating the discrimination of aspirated and unaspirated sounds, for example, ■-■, ■-■■
• recording themselves short aloud to practise sounds, and , and by sounding out based on phonetic knowledge
• understanding that Hindi can be pronounced with a nasal quality which is represented by either a ■■■■■■■■■■ or a small dot (■■■■■) above the , for example, ■■■, ■■■
• understanding that the sound and letter correspondence is the same in written and spoken Hindi, that there are no silent letters and there is only one sound for each letter
• recognising how to distinguish between nasal sounds and nasal , and the rules that govern how to represent nasal combinations in such as ■■■■/■■■■■, ■■■■■/■■■■■■, ■■■/■■■■, ■■■/■■■■ and ■■■■■■■■
• recognising that there are in Hindi from such as English, Persian, Arabic, Turkish and Portuguese, and learning how the under dotted ■■, ■■, ■■, ■■, ■■ are used to represent such loan sounds
• identifying long and short matra forms of in , for example, ■■■■-■■■■■, ■■■■■, ■■■■■■, ■■■■■
• recognising how , and help to meaning even when individual are unfamiliar, for example ■■■■

Students learn to:

recognise and use modelled combinations of sounds, pronunciation and intonation form words and phrases

(AC9LH4U01)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Speaking and listening

• Speaking

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - ■■■■■■■■■■■■ ■■ ■■■■■■ ■■■■■ (Australian and Indian birds)

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LH4U01

Continuum extract

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

• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LH4U01

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

• experiments with vocabulary drawn from a variety of sources
• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
• uses a range of vocabulary to indicate connections (e.g. consequences)
• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U01

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U01

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U01

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U01

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U01

Continuum extract

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

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U01

Continuum extract

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

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LH4U01

Continuum extract

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

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U01

Continuum extract

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

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U01

Continuum extract

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

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U01

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Resource – Hindi language resource

Hindi

Language support resource

The Hindi Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Hindi. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Hindi for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

Resource – WS01 - ■■■■■■■■■■■■ ■■ ■■■■■■ ■■■■■ (Australian and Indian birds)

By the end of Year 4, students use Hindi language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts, using Devan■gar■ script as appropriate.

Students imitate sound combinations and rhythms of spoken Hindi. They demonstrate understanding that Hindi has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Hindi and make comparisons between Hindi and English. They understand that the Hindi language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

AC9LH4C03

locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts

AC9LH4C05

create and present informative and imaginative spoken, written and multimodal texts using modelled Devan■gar■ script in simple sentences, and formulaic expressions

AC9LH4U01

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Hindi to form words and phrases

AC9LH4U02

recognise Hindi language and some script conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LH4U02

recognise Hindi and some , grammatical structures and basic in familiar and

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Elaborations

• and with the Hindi Varnmala chart as support, and using some basic punctuation such as capital letters, commas and full stops

• applying a horizontal line on top of and appropriate spacing between

• using related to home, school and local environments, for example, forms of transport ■■■■■■■, ■■■■■■■■, food items ■■■■, ■■■■, ■■■ and classroom objects ■■■■■■, ■■■, ■■■■■■

• selecting appropriate for people, places and objects, for example, ■■■■, ■■■■■■■■, ■■■■, ■■■■, ■■, ■■

• describing actions using familiar , such as ■■■■, ■■■■, ■■■■■, ■■■■■■ and changing forms according to gender, number and , for example, ■■■■■ ■■■■ ■■■ ■■■■■ ■■■■ ■■■ ■■■■■ ■■■■ ■■■■ ■■■■ ■■■ ■■■ ■■■■■■

• using and responding to imperative forms such as ■■■ ■■■, ■■■■ ■■, ■■■■ ■■■ ■■■■■

• using to describe characteristics or qualities of a person or object, such as shape, number and colour, and noticing that they change with gender and number, for example, ■■■■ ■■■■■, ■■■■ ■■■■■, ■■■■ ■■■■■, ■■■■ ■■■■■■■, ■■ ■■■■■, ■■■■ ■■■■■■, ■■■■■■■■ ■■■■■

• specifying location or direction using such as ■■■■ ■■, ■■■■, ■■■■, ■■ ■■■■ ■■ ■■■ ■■■

• using interrogatives to ask and seek further information, for example, ■■, ■■■■, ■■■■■, ■■■■, ■■■■

• negating simple using such as ■■■, ■■, ■■■■■■, ■■■ ■■■■, for example, ■■■■ ■■■■ ■■■, ■■■■ ■■ ■■

• constructing simple with linked ideas using such as ■■■■ ■■■ ■■■ ■■■■ ■■ ■■ ■■■■ ■■■ ■■ ■■■ ■■■■ ■■■■ ■■■

• using ordinal numbers in to describe position of objects, for example, ■■■■, ■■■■■, ■■■■■

• recognising differences between typed and handwritten Hindi, and practising both forms

• applying the use of half in written and spoken Hindi, for example, ■, ■■: ■■■■■, ■■■■■

Students learn to:

recognise Hindi language and some script conventions, grammatical structures and familiar texts and contexts

(AC9LH4U02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Writing

• Grammar

Elaborations

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

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

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Engaging with cultural and linguistic diversity

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Social management

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• Communication

Resources

Work Samples

WS01 - ■■■■■■■■■■■■ ■■ ■■■■■■ ■■■■■ (Australian and Indian birds)

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LH4U02

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and

linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LH4U02

Learning progression extract

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

Grammatical accuracy

• uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
• writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

• uses pronouns to represent participants (e.g. "she", "we", "them")
• uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
• uses common and proper nouns
• uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
• uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

• writes coherent simple sentences to express an idea or event

Whole text level

• sequences sentences to reflect a logical flow of ideas
• uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
• uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

• writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

• uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
• uses simple present, past and future tenses accurately to represent processes
• uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
• uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
• uses articles accurately (e.g. "a", "an", "the")

Sentence level

• writes simple sentences correctly
• writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

• writes a few sentences about a related idea
• groups related ideas into paragraphs

Grammatical accuracy

• writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

• uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
• employs a range of tenses to represent processes
• maintains subject-verb agreement in simple and compound sentences

• uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
• uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

• writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
• writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

• uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
• uses determiners to support cohesion (e.g. "this hat", "those apples")
• uses well-structured paragraphs with topic sentences

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U02

reading and writing Devan■gar■ script with the Hindi Varnmala chart as support, and using some basic punctuation such as capital letters, commas and full stops

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U02

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LH4U02

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• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH4U02

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Personal and Social capability: Social management: Communication

Content description

AC9LH4U02

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Personal and Social capability: Social management: Communication

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AC9LH4U03

recognise familiar Hindi and compare with those of English, in known

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Elaborations

• noticing that Hindi uses more and than English, allowing to be spelled phonetically
• discussing the +object+ arrangement in Hindi compared with English + +object
• recognising features of familiar of Hindi such as digital books or puppet shows, video clips or children’s songs and comparing these with similar in English
• recognising differences in spoken and written forms of everyday , such as greetings or wishes, for example, ■■■■ ■■■■-■■■■ ■■■■ ■■ (spoken) and ■■■■■■■■ ■■■■■■■■■■■ (written), comparing with similar differences between spoken and written in English
• understanding the influence of different on Hindi, over different times, for example, the use of English and Perso-Arabic , such as ‘■■■■■■-■■■■■■ ’, ‘■■■■■■■ ■■■■■■■’,‘■■ ’, ‘■■■■■■’, ‘■■■■■■■■■’,

‘[redacted]’, and expressions, for example, [redacted]?
• identifying examples of Hindi or expressions that are commonly used in English, such as ‘verandah’ from [redacted], ‘karma’ from [redacted], and ‘asana’ from [redacted]
• recognising that punctuation in English is the same as in Hindi, apart from the use of capital letters and a different symbol for a full stop [redacted] (I)
• learning about Hindi and English to describe and talk about , for example, [redacted] – , [redacted] – , [redacted] – , or highlighting parts of speech in a with different colours

Students learn to:

recognise familiar Hindi language features and compare with those of English, in kr

(AC9LH4U03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

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Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH4U03

Continuum extract

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

• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that

approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LH4U03

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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AC9LH4U04

identify connections between Hindi and cultural practices

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Elaborations

• recognising how the Hindi reflects traditions and social distinctions to do with how people are regarded in society, how old they are or what religion they practise, for example, the use of the particle ■■ after a surname to show respect or after an individual name to show affection
• discussing how particular , terms and expressions have embedded cultural meanings and can feelings, and , for example, the use of the expression ■■■ ■■■■■■■ when leaving, to avoid the finality associated with ‘goodbye’
• understanding that there is a standard form of Hindi called ■■■■ ■■■■■ used for , and spoken by many people, as well as a variety of spoken that differ from region to region, for example, ■■■■, ■■■■, ■■■■■■■■■■
• exploring representations of information used in cultural expressions of First Nations Australians, and making connections with those of Hindi and (s), for example, the different regional used by First Nations groups to identify themselves, such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and comparing this with Hindi-speaking cultural groups
• understanding that different regions in India and Hindi-speaking countries may have different cultural practices and , for example, decorating the main entrance of the house and celebrating harvest festival
• noticing familiar Indian and cultural practices maintained over a long time, for example, traditional hospitality, ■■■■■ ■■■■ ■■■, or the singing of the national anthem
• experiencing and discussing the importance of music and dance in Indian (s) as an expression of and emotions, such as national pride, happiness, love, joy and sadness, for example, Bollywood film and music
• exploring the meaning of and , for example, using a diagram to show the visible elements such as ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, and the less visible elements such as preferences and

Students learn to:

identify connections between Hindi language and cultural practices

(AC9LH4U04)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

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• Reflect on the relationship between cultures and identities

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Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to

maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Growing Asia-Australia engagement

• Australia and Asia are interdependent through a range of historical and contemporary connections.

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Knowing Asia and its diversity

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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Resources

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LH4U04

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH4U04

Continuum extract

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

• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

• examine how beliefs, values and cultural practices convey meaning and influence people’s sense of identity and belonging

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

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