

## **(no-code)**

**recognise and respond to classroom-related greetings, instructions and routines; and personal introductions**

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### **Elaborations**

- repeating and practising how to greet others at different times of the day in classroom and routines, for example, individually greeting the teacher as students enter the classroom, ■■■■, ■■■■, ■■■■, ■■■■
- responding to classroom instructions, for example, ■■■■, ■■, ■■■■, ■, ■■
- sharing personal information about oneself using ■, for example, ■■ Anna■■■■■■■, and introducing family using props and images ■■■■■■■■, ■■■■■■, ■■■■■■■■
- expressing wants and making requests by using ■■ and ■■■■... such as ■■■■, ■■■■■■, ■■■■■■, ■■■■■■
- playing action games, for example, Simon Says ■■■■
- to simple and answering as self or another (puppet, soft toy, etc.) ■■■■■■■■, ■■■■ ■■■■

Students learn to:

**recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions**

(AC9LC2C01)

### **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

#### **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 .

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Social management**

- Communication

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- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

### **Resources**

### **Work Samples**

## **WS02 - ■■■■■ (Seasons reading and writing)**

### **Snapshot – Communicate responsively**

**Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LC2C01

## **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LC2C01

#### **Learning progression extract**

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LC2C01

#### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

#### **Content description**

AC9LC2C01

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LC2C01

### **Continuum extract**

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

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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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LC2C01

### **Continuum extract**

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LC2C01

### **Continuum extract**

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LC2C01

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LC2C01

### **Continuum extract**

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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

### **Resource – Chinese language resource**

## **Chinese**

### **Language support resource**

The Chinese Language support resources were developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Chinese. They are optional and include illustrative examples of language and language use.

#### **Introduction**

The resources provide 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 Chinese 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 whatever approaches, methodologies and pedagogies suit their students' learning.

Download

## Resource – WS02 - ■■■■ (Seasons reading and writing)

By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some familiar characters and Pinyin.

Students imitate the sounds, tones and rhythms of Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing, and that characters are a form of writing and Pinyin reflects the sounds of spoken Chinese. They give examples of similarities and differences between some features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

### AC9LC2C01

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

### AC9LC2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

### AC9LC2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

### AC9LC2U01

recognise and imitate the sounds and rhythms of Chinese

### AC9LC2U02

recognise that Chinese components and/or characters are used to construct meaning in texts

### AC9LC2C02

participate in a range of guided, play-based using expressions, visual and spoken

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## Elaborations

- contributing to collective , such as singing Chinese songs with actions, and presenting these at an assembly
- participating in a guided role-play in a shop or at the market, for example, giving and receiving items and using ■, ■■
- using pictures or prompts to participate in with peers, for example, creating an exercise routine with actions ■, ■, ■, ■■

Students learn to:

**participate in a range of guided, play-based language activities using formulaic expressions and spoken cues**

(AC9LC2C02)

## General capabilities and cross-curriculum priorities

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

### Speaking and listening

- Interacting

### Social management

- Communication
- Collaboration

## 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
- Collaboration

### Social management

- Communication
- Collaboration

### Social management

- Communication
- Collaboration

## Resources

## Work Samples

### WS02 - ■■■■■ (Seasons reading and writing)

#### Snapshot – Interacting

#### Literacy: Speaking and listening: Interacting

#### Content description

AC9LC2C02

#### Learning progression extract

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations

- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LC2C02

##### **Continuum extract**

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

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

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LC2C02

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LC2C02

##### **Continuum extract**

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

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

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LC2C02

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LC2C02

##### **Continuum extract**

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

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

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

## **Content description**

AC9LC2C02

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LC2C02

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

## **Content description**

AC9LC2C02

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

## **AC9LC2C03**

**locate, with support, key information in familiar , and respond using , images, and**

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### **Elaborations**

- to the story of The Very Hungry Caterpillar in Chinese , and matching the food eaten with the days of the week, or to a song about animals and putting picture cards of animals in the same sequence as the song
- for key information in print or digital (stories, conversations, picture books, video, etc.) and responding to in Chinese with ■, ■■, ■, ■■, ■, ■■
- recognising symbols, and of written Chinese , in labels, titles and captions, and using them to label or name items or personal possessions such as stationery ■■, ■■■, ■■, ■■ or adding the labels, titles or captions to pictures in a story or comic
- recognising that and are integral to communicating in for First Nations Australians, and showing examples of how this is also reflected in Chinese, and the (s) they speak at home
- retelling the main information of a story which has been read to the class
- to and choosing the appropriate picture or on an interactive whiteboard or tablet
- identifying key in songs, chants, and stories and responding with the associated or miming the actions

Students learn to:

**locate, with support, key information in familiar texts, and respond using gestures, and formulaic phrases**

(AC9LC2C03)

### **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

### **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

### **Inquiring**

- Identify, process and evaluate information

## **Resources**

## **Work Samples**

## **WS02 - ■■■■ (Seasons reading and writing)**

### **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9LC2C03

#### **Continuum extract**

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

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

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LC2C03

#### **Learning progression extract**

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

#### **Comprehension**

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text



- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

### **Vocabulary**

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

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9LC2C03

#### **Learning progression extract**

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

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

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9LC2C03

listening to the story of The Very Hungry Caterpillar in Chinese language, and matching the food eaten with the days of the week, or listening to a song about animals and putting picture cards of

animals in the same sequence as the song

### **Continuum extract**

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

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

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9LC2C03

### **Continuum extract**

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### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9LC2C03

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### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9LC2C03

### **Continuum extract**

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### **Snapshot – Identify, process and evaluate information**

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

### Content description

AC9LC2C03

#### Continuum extract

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### Snapshot – Identify, process and evaluate information

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

### Content description

AC9LC2C03

#### Continuum extract

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

### AC9LC2C04

notice that carries cultural meaning in classroom-related greetings, introductions, instructions and routines

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#### Elaborations

- discussing the differences between ■■■■■■■■ and ■■■■■■■■■■
- demonstrating understanding that used to greet elders, parents or carers is more respectful than greetings used for friends
- using polite ■, ■■ to teachers and explaining why it is important to show respect
- using ■■, ■■ to start and end a class, ■■ instead of Miss and Mrs

Students learn to:

notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines

(AC9LC2C04)

### General capabilities and cross-curriculum priorities

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

#### Analysing

- Interpret concepts and problems

#### 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 .

### **Analysing**

- Interpret concepts and problems

### **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

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LC2C04

##### **Continuum extract**

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

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

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9LC2C04

##### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9LC2C04

##### **Learning progression extract**

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

##### **Comprehension**

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

##### **Processes**

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

## **Vocabulary**

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

## **Comprehension**

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

## **Processes**

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

## **Vocabulary**

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

## **Comprehension**

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

## **Processes**

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

## **Vocabulary**

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

- uses context to understand homonyms

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LC2C04

#### **Continuum extract**

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

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

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LC2C04

#### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LC2C04

#### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LC2C04

#### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LC2C04

#### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

## AC9LC2C05

with support, use , familiar and to spoken, written and , copying some familiar and

- 
- 

### Elaborations

- creating, and then aloud, a story book using templates such as ■■ and ■■■, and copying combinations of and/or above matching pictures of family members, pets, animals, fruit, friends
- role-playing a conversation related to greetings and self-introduction, incorporating students' own information ■■■■■... , ■■, ■■, ■■■■■■■■■■■■
- making a classroom birthday chart/birthday card and cutting and pasting/tracing over the ■■■■ and singing ■■■■■, ■■, ■■, ■■..., ■■■, ■■■
- matching captions/labels to images of First Nations locations in their local area or elsewhere in Australia
- using pictures, concrete materials and supporting as a prompt to talk about self and the immediate environment, such as, collecting four or five play food items and sharing their feelings in about likes and dislikes, for example, holding an apple and saying, ■■■■■
- drawing a picture around a component/ which depicts the meaning, for example, drawing a mountain around ■ or labelling a picture with interrelated nature components with ■, ■, ■
- practising vocabulary, expressions and using toys, puppets and dolls, for example, pretending to go to the doctor, ■■■, ■■■, ■■■■■

Students learn to:

with support, use words, familiar phrases and modelled language to create spoken, multimodal texts, copying some familiar characters and Pinyin

(AC9LC2C05)

### 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

#### Generating

- Create possibilities

#### 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.

#### Generating

- Create possibilities

#### Social management

- Communication

#### Systems

- All life forms, including human life, are connected through Earth's systems (geosphere, biosphere,



hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - ■■■■ (Learn to write Chinese Characters)**

#### **Snapshot – Creating texts**

#### **Literacy: Writing: Creating texts**

##### **Content description**

AC9LC2C05

##### **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**

AC9LC2C05

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### **Vocabulary**

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

#### **Crafting ideas**

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences

- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

### **Vocabulary**

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

### **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.")

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LC2C05

#### **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LC2C05

#### **Continuum extract**

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

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

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9LC2C05

### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- 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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LC2C05

#### **Continuum extract**

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

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

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9LC2C05

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- 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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LC2C05

#### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LC2C05

#### **Continuum extract**

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

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

### **Resource – WS01 - ■■■■ (Learn to write Chinese Characters)**

By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some familiar characters and Pinyin.

Students imitate the sounds, tones and rhythms of Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing, and that characters are a form of writing and Pinyin reflects the sounds of spoken Chinese. They give examples of similarities and differences between some features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## AC9LC2C05

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some familiar characters and Pinyin

## AC9LC2U01

recognise and imitate the sounds and rhythms of Chinese

## AC9LC2U02

recognise that Chinese components and/or characters are used to construct meaning in texts

## AC9LC2U01

### recognise and the sounds and of Chinese

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- 
- 

### Elaborations

- to and engaging with the and sound patterns in conversations with teachers and peers, imitating and practising the , such as those used in greetings ■■■, ■■■■, ■■, ■■, ■■■■, ■■ through, for example, choral , songs, flashcards and video clips
- participating in guessing , such as to the teacher saying ■ and guessing the correct , recording the answer by a mark or indicating with their body, and demonstrating understanding that can change meaning, for example, ■ and ■
- singing a alphabet song, demonstrating understanding that is the romanisation of the sounds of Chinese
- identifying that make up Chinese , for example, ■■■■, and demonstrating understanding that such as ■■ have 2 , with each having a meaning
- to, viewing and performing poems, or simple stories, for example, ■■■■, ■■■■, ■■■■■■■■; repeating and to emphasise key points, for example, chanting ■■, ■■, ■■■■!
- playing pair matching card games, for example, matching , initial to final

Students learn to:

### recognise and imitate the sounds and rhythms of Chinese

(AC9LC2U01)

### 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

### Reading and viewing

- Phonic knowledge and word recognition

### 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

### Engaging with cultural and linguistic diversity

- Communicate responsively

### Social management

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - ■■■■■ (Learn to write Chinese Characters)**

### **WS02 - ■■■■■ (Seasons reading and writing)**

## **Snapshot – Communicate responsively**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

#### **Content description**

AC9LC2U01

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

## **Snapshot – Phonic knowledge and word recognition**

### **Literacy: Reading and viewing: Phonic knowledge and word recognition**

#### **Content description**

AC9LC2U01

#### **Learning progression extract**

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

#### **Phonic knowledge**

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

#### **Word recognition**

- reads most common high-frequency words (e.g. 100 or more) in continuous text

#### **Phonic knowledge**

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

#### **Word recognition**

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts

without using obvious sounding-out strategies

- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

### **Phonic knowledge and word recognition**

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LC2U01

##### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LC2U01

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LC2U01

##### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LC2U01

##### **Continuum extract**

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LC2U01

#### **Continuum extract**

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LC2U01

#### **Continuum extract**

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

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

### **Resource – Chinese language resource**

## **Chinese**

### **Language support resource**

The Chinese Language support resources were developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Chinese. They are optional and include illustrative examples of language and language use.

#### **Introduction**

The resources provide 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 Chinese 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 whatever approaches, methodologies and pedagogies suit their students' learning.

#### **Download**

### **Resource – WS01 - ■■■■ (Learn to write Chinese Characters)**

By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to



create text. They copy some familiar characters and Pinyin.

Students imitate the sounds, tones and rhythms of Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing, and that characters are a form of writing and Pinyin reflects the sounds of spoken Chinese. They give examples of similarities and differences between some features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## **AC9LC2C05**

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some familiar characters and Pinyin

## **AC9LC2U01**

recognise and imitate the sounds and rhythms of Chinese

## **AC9LC2U02**

recognise that Chinese components and/or characters are used to construct meaning in texts

### **Resource – WS02 - ■■■■ (Seasons reading and writing)**

By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some familiar characters and Pinyin.

Students imitate the sounds, tones and rhythms of Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing, and that characters are a form of writing and Pinyin reflects the sounds of spoken Chinese. They give examples of similarities and differences between some features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## **AC9LC2C01**

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

## **AC9LC2C02**

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

## **AC9LC2C03**

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

## **AC9LC2U01**

recognise and imitate the sounds and rhythms of Chinese

## **AC9LC2U02**

recognise that Chinese components and/or characters are used to construct meaning in texts

### **AC9LC2U02**

**recognise that Chinese components and/or are used to construct meaning in**

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#### **Elaborations**

- making and copying components and/or from playdough, strings, found objects, blocks and chalk
- making connections among sharing the same , such as water ■ in ■, ■, ■, and discussing ways to minimise water-use in daily life
- viewing different ways Chinese can be written, vertically or horizontally, and comparing this with

in other , especially within the class, such as Arabic, Japanese and Hindi

- making connections between sharing a common / , for example, ■■■, ■■■, ■■■■
- replacing in to express a personal meaning, for example, replacing ■■■ in ■■■■■ with ■■■ to say ■■■■■
- building new by combining familiar meanings, for example, ■+■■■
- copying and tracing components and/or with attention to stroke order, using air , chalk, in sand and mini whiteboards, or using a different colour for each stroke to rainbow
- differentiating Chinese from other forms of written expression, such as the and other present within the class, for example, Korean, Japanese or Arabic

Students learn to:

**recognise that Chinese components and/or characters are used to construct meaning**

(AC9LC2U02)

## **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

### **Reading and viewing**

- Phonics knowledge and word recognition

### **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 .

### **Generating**

- Create possibilities

### **Social management**

- Communication

### **Futures**

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

### **Social management**

- Communication

### **Generating**

- Create possibilities

### **Social management**

- Communication

### **Generating**

- Create possibilities

### **Social management**

- Communication

### **Generating**

- Create possibilities

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Knowing Asia and its diversity**

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

### **Resources**

### **Work Samples**

## **WS01 - ■■■■ (Learn to write Chinese Characters)**

## **WS02 - ■■■■ (Seasons reading and writing)**

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LC2U02

##### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

### **Snapshot – Phonic knowledge and word recognition**

#### **Literacy: Reading and viewing: Phonic knowledge and word recognition**

##### **Content description**

AC9LC2U02

##### **Learning progression extract**

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

##### **Phonic knowledge**

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

##### **Word recognition**

- reads most common high-frequency words (e.g. 100 or more) in continuous text

##### **Phonic knowledge**

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

##### **Word recognition**

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

##### **Phonic knowledge and word recognition**

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge

when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")

- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LC2U02

#### **Continuum extract**

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

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

### **Snapshot – Create possibilities**

**Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9LC2U02

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- 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

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LC2U02

#### **Continuum extract**

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

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

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LC2U02

#### **Continuum extract**

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

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

### **Snapshot – Create possibilities**

**Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9LC2U02

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- 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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LC2U02

##### **Continuum extract**

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

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

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9LC2U02

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- 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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LC2U02

##### **Continuum extract**

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

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

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9LC2U02

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- 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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LC2U02

##### **Continuum extract**

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LC2U02

#### **Continuum extract**

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LC2U02

#### **Continuum extract**

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

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

### **AC9LC2U03**

**notice that Chinese has features that may be similar to or different from English**

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#### **Elaborations**

- noticing that simple statements in Chinese tend to follow English order; + +object
- comparing the sounds of English with the main sounds of Chinese, such as 'i', 'e', 'u', to develop awareness
- using titles to teachers in Chinese and comparing this with addressing teachers in English, for example, using ■■■■ instead of Ms. Wang
- discussing the placement of in Chinese, such as 'happy' compared with English 'Happy Birthday' and 'Happy New Year' versus ■■■■, ■■■■, ■■■■

Students learn to:

**notice that Chinese has features that may be similar to or different from English**

(AC9LC2U03)

### **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

#### **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

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Resources**

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Com**

### **responsively**

### **Content description**

AC9LC2U03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

#### **Snapshot – Communicate responsively**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

#### **Content description**

AC9LC2U03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

#### **Snapshot – Communicate responsively**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

#### **Content description**

AC9LC2U03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

#### **Snapshot – Communicate responsively**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

#### **Content description**

AC9LC2U03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

#### **AC9LC2U04**

#### **notice that people use in ways that reflect cultural practices**

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#### **Elaborations**

- noticing that people greet each other differently in different , depending on the relationship, for example, using ■■■■ for familiar people, such as neighbours and comparing this with and within the classroom
- exploring the lucky and unlucky numbers and colours in Chinese-speaking , for example, discussing why some numbers are considered lucky, such as, ■■■■, ■, ■, ■■■■ or why ■■ is a lucky colour

- comparing and associated with use in different , especially and within the class, for example, using hand gesturing for emphasis and encouragement or recognising taboos within Chinese , such as pointing directly at someone
- exploring symbols used by First Nations Australians and those used in Chinese-speaking communities in a range of , for example, what the symbols on flags represent
- role-playing giving and receiving ■■ using expressions, such as ■■■■, and practising kowtowing to show respect
- using ■■ to encourage someone, and talking about the cultural meaning behind using this rather than 'good luck'

Students learn to:

## **notice that people use language in ways that reflect cultural practices**

(AC9LC2U04)

### **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

#### **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**

- Develop empathy

#### **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.

#### **Analysing**

- Interpret concepts and problems

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively
- Develop multiple perspectives

#### **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.

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Resources**

#### **Snapshot – Interpret concepts and problems**

**Critical and Creative Thinking: Analysing: Interpret concepts and problems**



## **Content description**

AC9LC2U04

### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

## **Content description**

AC9LC2U04

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

## **Snapshot – Reflect on the relationship between cultures and identities**

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

## **Content description**

AC9LC2U04

### **Continuum extract**

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

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

## **Snapshot – Develop empathy**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy**

## **Content description**

AC9LC2U04

### **Continuum extract**

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

## **Snapshot – Reflect on the relationship between cultures and identities**

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

## **Content description**

AC9LC2U04

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe

what they experience

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

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LC2U04

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LC2U04

##### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LC2U04

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LC2U04

##### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9LC2U04

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

### **Snapshot – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9LC2U04

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LC2U04

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- 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

### **Snapshot – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9LC2U04

### **Continuum extract**

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

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