(no-code)

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

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Elaborations

• initiating and exchanging greetings in different using responses, for

example, ███, ███, █████, ███, ███████, ██, ██, ███, ██

• participating in classroom routines, such as answering roll call ■, ██, or starting class by

standing and bowing ██, ██, ████, ███, ██ or finishing class ██, ████, █████

• exchanging and responding to information about self, family or friends using answers and , for

example, ███████, ██... ████, ████, ████, ████, ███████, ██████, ████, █████

• asking for clarification, using appropriate expressions and , to match the , for

example, █████, and showing understanding ███, ████, ████, ██

• playing games where students take turns to role-play 'the teacher', and giving each other

instructions with actions, for example, ███, ██, ██, ■, ■, ■, ████, ███

Students learn to:

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

(AC9LC4C01)

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

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LC4C01

Continuum extract

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LC4C01

Learning progression extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C01

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LC4C01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C01

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LC4C01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C01

Continuum extract

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

Personal and Social capability: Social management: Communication

Content description

AC9LC4C01

Continuum extract

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

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

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

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

Resource – 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

AC9LC4C02

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

•

•

Elaborations

• performing plays in allocated roles within groups, using puppets and props, for example, ■■■■■■■■■, ■■■■■■■using and other movements to enhance the impact of the , or using facial expressions to demonstrate emotions

• planning a role-play about an imaginary shopping trip with a partner, for example, ■■■■■■, ■■■■■■, ■■, ■■

• following basic directions ■, ■, ■, ■, ■, ■, ■, ■ to reach a predetermined goal, for example, finding a hidden treasure in the school

• asking and answering relating to concepts (time, number, including days of the week,

months, etc.), for example, asking ■■■, ■■, ■■, ■■, ■■ and answering with ■■■■

• asking for permission using appropriate expressions and to match the such as ■■■■■...■■

Students learn to:

participate in activities that involve planning and transacting with others, using a ra familiar phrases and modelled structures

(AC9LC4C02)

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

• Collaboration

Generating

• Create possibilities

Self-management

• Perseverance and adaptability

Social management

• Collaboration

Social management

• Communication

Measurement and geometry

• Measuring time

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LC4C02

Learning progression extract

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

• listens actively to stay on topic in a small group discussion

• takes an active role in small group and whole-class discussion by volunteering ideas and opinions

• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")

• takes turns in interactions

• interacts using appropriate language in pairs or a small group to complete tasks

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)

• presents simple ideas clearly in group situations

• actively encourages or supports other speakers

• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

• critically evaluate ideas and claims made by a speaker

- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C02

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LC4C02

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LC4C02

Continuum extract

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LC4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9LC4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LC4C02

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C02

Continuum extract

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

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9LC4C02

Learning progression extract

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

Sequencing time

- uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")
- applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")
- uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)
- measures time duration by counting and using informal units (e.g. counts to 30 30 3 0 while children hide when playing hide and seek)

Units of time

- uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
- identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
- identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
- identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
- reads time on analog clocks to the hour, half-hour and quarter-hour
- names and orders days of the week and months of the year
- uses a calendar to identify the date and determine the number of days in each month

Measuring time
• uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
• reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
• identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)
• uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
• uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C02
Continuum extract

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

AC9LC4C03

locate and respond to key information related to familiar content obtained from spoken, written and
•
•
Elaborations
• sequencing pictures to describe events, guided by the teacher, digital media or peers ■■■■, ■■■■■, ■■■■■, ■■■■■
• to short spoken to identify key information, for example, identifying the name and phone number of the speaker in a voicemail message, or the names, year level and age of Chinese-speaking children in a short interview
• in print and digital form and responding with actions, for example, a shopping list of groceries and going to an imaginary shop to make purchases, or matching the grocery items to pictures, using multimedia
• learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Chinese
• to or half a story and what might happen next
• viewing interviews with peers from different Chinese-speaking countries/regions (Singapore, Hong Kong, Macau, etc.) about their likes and interests ■■■■■■■/■■/■■■, and completing a corresponding survey
• identifying and locating familiar or in , and discussing the main and meaning of the , for example, on food packaging, identifying the name, weight, price and recycling information

Students learn to:

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

(AC9LC4C03)

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

Managing and operating

• Select and operate tools

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

Knowing Asia and its diversity

• The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

Inquiring

• Identify, process and evaluate information

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati[...]

Content description

AC9LC4C03

Continuum extract

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

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

• identify and explain similarities and differences in selected information

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

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

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LC4C03

Learning progression extract

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

Comprehension

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

• locates directly stated information

• recounts or describes sequenced ideas or information

• identifies a clearly evident main idea in a simple text

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

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

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

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

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

Processes

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

• reads high-frequency words in continuous text

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

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

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

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

Vocabulary

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

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

Comprehension

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

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

• recounts or describes the most relevant details from a text

• tracks ideas or information throughout the text

• identifies main idea by synthesising information across a simple text

• identifies the arguments in an elementary text

• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)

• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)

• makes connections between texts (e.g. compares 2 versions of a well-known story)

• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")

• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)

• identifies parts of text used to answer literal and inferential questions

• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)

• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)

• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")

• interprets language devices (e.g. exaggeration or repetition)

• interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")

• identifies words that state opinions (e.g. "I think")

• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)

• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)

• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)

• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge

• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")

• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")

• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")

• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LC4C03

Learning progression extract

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

• responds to simple and elementary texts (see Text complexity)

• recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)

• answers literal and simple inferential questions from a text they have listened to

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LC4C03

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LC4C03

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LC4C03

Continuum extract

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LC4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate

Snapshot – Identify, process and evaluate information

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

Content description

AC9LC4C03

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LC4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LC4C03

Continuum extract

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

AC9LC4C04

develop strategies to comprehend and Chinese in familiar to cultural meaning

•
•
•

Elaborations

• selecting to information into Chinese, recognising different meanings for the same , for example, understanding that ■■ can be used to refer to an older male friend, as well as an older brother
• identifying meanings of Chinese and that do not directly (for), for example, ■ , ■, ■■■■
• explaining meanings of colloquial used on specific occasions, such as ■■■■ to give New Year wishes, and discussing how the same wishes or are expressed in English
• the meaning of and to peers or the teacher using culturally appropriate and actions, for example, using facial expressions to express dislike, disappointment, agreement or enthusiasm
Students learn to:

develop strategies to comprehend and adjust Chinese language in familiar contexts

meaning

(AC9LC4C04)

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

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LC4C04

Continuum extract

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

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LC4C04

Continuum extract

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

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

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LC4C04

Learning progression extract

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

Comprehension

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

• locates directly stated information

• recounts or describes sequenced ideas or information

• identifies a clearly evident main idea in a simple text

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

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

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

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

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

Processes

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

• reads high-frequency words in continuous text

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

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

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

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

texts for specific purposes

Vocabulary

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

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

Comprehension

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

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

• recounts or describes the most relevant details from a text

• tracks ideas or information throughout the text

• identifies main idea by synthesising information across a simple text

• identifies the arguments in an elementary text

• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)

• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)

• makes connections between texts (e.g. compares 2 versions of a well-known story)

• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")

• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)

• identifies parts of text used to answer literal and inferential questions

• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)

• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)

• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")

• interprets language devices (e.g. exaggeration or repetition)

• interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")

• identifies words that state opinions (e.g. "I think")

• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

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

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LC4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LC4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LC4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LC4C04

Continuum extract

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

- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LC4C04

Continuum extract

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

AC9LC4C05

and present informative and imaginative spoken, written and using expressions, simple and textual , familiar appropriate to , and/or

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-

Elaborations

• using a set of , such as ■■■■..., ■■■■, ■■■..., ■■■■■■■, creating imaginary animals, pets or , and presenting them through (a puppet show, etc.) or using to digitally display a cartoon, for example, ■■■, ■■■■, ■■■■, ■■■■■, ■■■

• creating alternative versions of stories or action songs (nursery , etc.) using , , and to animate , or using support materials (drawings, story maps, etc.) to visual , for example, changing the animals in ■■■■ to ■■■■

• designing a poster, PowerPoint, invitation, card for a specific event, a menu or creating a picture book or wall, for example, producing a poster to represent the Chinese zodiac, displaying and/or such as ■■■, ■■

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

• adapting familiar story books such as The Very Hungry Caterpillar , Where Is the Green Sheep? and Brown Bear , and changing some of the vocabulary, "What would the caterpillar eat in Mainland China/Taiwan/Hong Kong?", or changing the food, colours, animals in the book(s) using a set list of

• drawing a picture of a nature scene or an imaginary monster/animal and labelling it in and

• producing a rap with a partner from a list of learnt vocabulary and such as ■■, ■■, ■■, ■■

Students learn to:

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

expressions, simple sentences and modelled textual conventions, familiar characte

context, and/or Pinyin

(AC9LC4C05)

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

Creating and exchanging

• Create, communicate and collaborate

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

Generating

• Create possibilities

Social management

• Communication

Generating

• Create possibilities

Social management

• Communication

Resources

Work Samples

WS01 - ■■■■ (Chinese Dictionary)

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LC4C05

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

AC9LC4C05

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Communication
Personal and Social capability: Social management: Communication
Content description
AC9LC4C05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication
Personal and Social capability: Social management: Communication
Content description
AC9LC4C05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Create possibilities
Critical and Creative Thinking: Generating: Create possibilities
Content description
AC9LC4C05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Communication
Personal and Social capability: Social management: Communication
Content description
AC9LC4C05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Create, communicate and collaborate
Digital Literacy: Creating and exchanging: Create, communicate and collaborate
Content description
AC9LC4C05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

Snapshot – Create possibilities
Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LC4C05

adapting familiar story books such as The Very Hungry Caterpillar , Where Is the Green Sheep? and Brown Bear , and changing some of the vocabulary, "What would the caterpillar eat in Mainland China/Taiwan/Hong Kong?", or changing the food, colours, animals in the book(s) using a set list of words

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C05

adapting familiar story books such as The Very Hungry Caterpillar , Where Is the Green Sheep? and Brown Bear , and changing some of the vocabulary, "What would the caterpillar eat in Mainland China/Taiwan/Hong Kong?", or changing the food, colours, animals in the book(s) using a set list of words

Continuum extract

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LC4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C05

Continuum extract

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LC4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4C05

Continuum extract

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

Resource – WS01 - ■■■■ (Chinese Dictionary)

By the end of Year 4, students use Chinese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin.

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

AC9LC4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences and modelled textual conventions, familiar characters appropriate to context, and/or Pinyin

AC9LC4U01

recognise and use modelled combinations of sounds, tone-syllable pronunciation and intonation patterns to form words and phrases, and understand that Pinyin is the romanisation of characters

AC9LC4U02

recognise some features of the Chinese writing system, familiar components and/or characters, simple sentence structures and basic syntax, in familiar texts and contexts

AC9LC4U01

recognise and use combinations of sounds, tone-syllable and patterns to form and , and understand that is the romanisation of

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Elaborations

• recognising and demonstrating Chinese combinations of sounds, and patterns in Chinese tongue twisters or nursery , for example, ■■■■■, ■■■■■, ■■■■■■■■■■■■■■, ■■■■■■■■■■■■■■■
• demonstrating understanding of the four in Chinese, and recognising when and why some are not expressed, for example, of in 'ma-ma', neutral on second
• explaining the use of as a learning tool to reflect the sound of Chinese spoken , recognising sounds associated with different letters and
• engaging in to raise tonal awareness, for example, to familiar vocabulary and demonstrating

understanding of using or adding on , in an expression such as ■■■■

• playing pair matching card games, for example, matching to

Students learn to:

recognise and use modelled combinations of sounds, tone-syllable pronunciation a patterns to form words and phrases, and understand that Pinyin is the romanisation

(AC9LC4U01)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Speaking and listening

• Speaking

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 .

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Resources

Work Samples

WS01 - ■■■■ (Chinese Dictionary)

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LC4U01

Continuum extract

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

• describe how their cultural identities influence interactions with others

• understand how cultural and linguistic diversity affect interactions within their community

• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LC4U01

Learning progression extract

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

content.

Crafting ideas

• creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)

• speaks audibly and clearly to a familiar audience (e.g. own class)

• uses some extended sentences

• organises key ideas in logical sequence

• provides some supporting details

• expresses causal relationships (e.g. "when the egg cracked, the chicken came out")

• provides simple justifications (e.g. "I chose cherries because they are red.")

• uses some varying intonation or volume for emphasis

• regulates pace with pausing

Vocabulary

• uses some precise vocabulary from learning areas

• uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)

• uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")

• uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

• creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)

• uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)

• adjusts register according to purpose and audience

• elaborates on ideas using a short sequence of sentences

• incorporates learnt content into spoken text

• sequences ideas and events appropriately

• uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)

• varies volume and intonation to suit purpose and audience

• plans and delivers spoken presentations using appropriate structure and language

• includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

• experiments with vocabulary drawn from a variety of sources

• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)

• uses a range of vocabulary to indicate connections (e.g. consequences)

• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics

• includes details and elaborations to expand ideas

• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)

• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")

• rehearses spoken text to accommodate time and technology

• controls tone, volume, pitch and pace to suit content and audience

• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")

• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")

• uses some rhetorical devices (e.g. "don't you agree?")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4U01

Continuum extract

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LC4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4U01

Continuum extract

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LC4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LC4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LC4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LC4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4U01

Continuum extract

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

Resource – 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 - ■■■■ (Chinese Dictionary)

By the end of Year 4, students use Chinese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin.

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

AC9LC4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences and modelled textual conventions, familiar characters appropriate to context, and/or Pinyin

AC9LC4U01

recognise and use modelled combinations of sounds, tone-syllable pronunciation and intonation patterns to form words and phrases, and understand that Pinyin is the romanisation of characters

AC9LC4U02

recognise some features of the Chinese writing system, familiar components and/or characters, simple sentence structures and basic syntax, in familiar texts and contexts

AC9LC4U02

recognise some features of the Chinese system, familiar components and/or , simple structures and basic , in familiar and

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-

Elaborations

• mixing and matching Chinese to make new meanings, for example, building new using familiar ■■, ■■, ■■, ■■, ■■, ■■, ■■

• making connections between basic and related component forms, such as ■, ■ and ■, and recognising the number and arrangement of components in a compound , for example, demonstrating understanding that ■ has 3 components and ■ has 2 components, and that ■ is on the left-hand side

• engaging with a range of basic and components and exploring their individual meanings, for example, ■, ■, ■, ■, categorising, organising and sorting based on the same ■, ■, ■, ■, and creating a visual diagram to group with the same

• using ■ to join and ■■■■, ■■■■

• creating and exploring simple + +object with peers using a slider, flashcards, visuals, dice, or rearranging

• using + ■ structures to a basic , for example, ■■, ■■, ■■

• following patterns of order and structure and using negation when creating to express own meanings, for example, replacing the in ■■■■■ to the ■■■■■■■■

• demonstrating understanding that the 'two' ■ is different when counting objects using ■, and using basic measure in between numbers and to describe quantity ■, ■ such as ■■■■, ■■■

Students learn to:

recognise some features of the Chinese writing system, familiar components and/or sentence structures and basic syntax, in familiar texts and contexts

(AC9LC4U02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Writing

• Grammar

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Work Samples

WS01 - ■■■■ (Chinese Dictionary)

Snapshot – Communicate responsively

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

Content description

AC9LC4U02

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LC4U02

Learning progression extract

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

Grammatical accuracy

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

Group and word level

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

Sentence level

• writes coherent simple sentences to express an idea or event

Whole text level

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

Grammatical accuracy

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

Group and word level

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

Sentence level

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

Whole text level

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

Grammatical accuracy

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

Group and word level

• uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to

represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

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

Whole text level

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4U02

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LC4U02

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr

responsively

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Snapshot – Communicate responsively

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

Content description

AC9LC4U02

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4U02

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LC4U02

Continuum extract

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

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

Content description

AC9LC4U02

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LC4U02

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LC4U02

Continuum extract

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

AC9LC4U03

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

•

•

Elaborations

• comparing the similarities and differences of Chinese structure with English + +object, and , for example, comparing "Do you have a cat?" versus ■■■■■, or "What's your name?" with ■■■■■■■

• exploring the alphabet and comparing with , recognising that initials such as 'x', 'q', 'c', 'zh', 'g', 'shi', 'chi', 'zhi', 'pi', 'ji' and such as 'i', 'e', 'u', 'ie' are pronounced differently from English

• recognising grammatical features and how their use differs in Chinese and English, for example, recognising the lack of in Chinese, that can be used as , and the limited use of the 'to be' ■

• recognising that Chinese uses measures, and comparing measure usage in Chinese and English

• discussing differences in Chinese names and English names, for example, discussing how Chinese surnames are written first and given names follow

Students learn to:

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

(AC9LC4U03)

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

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Communicate responsively

Knowing Asia and its diversity

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

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LC4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9LC4U03

Continuum extract

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LC4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Communicate responsively

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

Content description

AC9LC4U03

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LC4U03

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LC4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9LC4U03

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LC4U03

Continuum extract

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LC4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the

community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Communicate responsively

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

Content description

AC9LC4U03

Continuum extract

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

AC9LC4U04

identify connections between Chinese and cultural practices

•

Elaborations

• identifying Chinese and associated cultural practices, for example, saying ■■■■■■■ when giving an imaginary gift to peers
• recognising (such as ■) used in specific cultural events in various forms (paper cut-outs, folk art, couplets, etc.) of New Year decorations, and identifying how the form might change, for example, questioning why ■ is sometimes presented upside down
• engaging with the traditions and customs, festivals, celebrations and food of Chinese-speaking communities, recognising the value of learning about (s) in learning a new
• exploring representations of information, for example, the symbols used in cultural expressions of First Nations Australians, and making connections with those of Chinese and (s)
• discussing birthday celebrations and traditions in Chinese-speaking countries, comparing ancient traditions with modern ones, reflecting on own birthday celebrations, such as singing ■■■■■■
• identifying the connections between Chinese and (s) by studying the reasons behind formation, for example, learning how the ■, which is a pictograph of a pig underneath a roof, came to represent the 'family'
• participating in eye exercises, daily exercise routines, or role-playing the flag raising ceremony, using associated , and discussing the cultural significance of these practices
• discussing the difference between ■■■■■■and ■■■■■■■■, and that the Chinese can be very direct without being rude, for example, understanding that in English it is polite to say, "May I have …?", "Please can I have …?", but in Chinese, saying "I want ...." is usual; discussing the impact for a Chinese-speaking tourist travelling in Australia

Students learn to:

identify connections between Chinese language and cultural practices

(AC9LC4U04)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Elaborations

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Knowing Asia and its diversity

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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.

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

Analysing

• Draw conclusions and provide reasons

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Communicate responsively
• Develop empathy

Knowing Asia and its diversity

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

Resources

Snapshot – Communicate responsively

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

Content description

AC9LC4U04

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LC4U04

Continuum extract

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

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

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – 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

AC9LC4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – 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

AC9LC4U04

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Snapshot – Draw conclusions and provide reasons

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

Content description

AC9LC4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks and explain the reasons for choices made
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to
provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide
reasons and evaluate arguments for choices made

Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Communicate responsively

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

Content description

AC9LC4U04

Continuum extract

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

linguistic groups respond

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

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9LC4U04

Continuum extract

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

• 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

• examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions