

## **(no-code)**

### **and in familiar related to students' personal world and school environment**

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#### **Elaborations**

- communicating with the teacher and students regarding , for example, Tu as fini? Tu comprends? Fini! Madame/Monsieur Je ne comprends pas. C'est fini? Pas encore, bientôt ...; Tu comprends, toi?
- using strategies such as active skills and turn-taking to support the of ideas and information, for example, supporting a conversation using Ah oui? C'est vrai? C'est intéressant ... dis-moi ... Pardon! Mon pauvre! Désolé(e)!
- exchanging personal information and opinions with classmates, for example, Excuse-moi, Sophie, mais ... à mon avis; selon moi ...; je pense que ...; bien sûr ..., d'accord ..., au contraire ... et toi, que penses-tu?
- sharing information about routines, interests and favourite using associated with time, sequence and location, for example, J'arrive à l'école à 8h 30; le samedi je fais du cheval; le soir, je fais mes devoirs et je joue aux jeux vidéos, après je me brosse les dents.
- exchanging information about friends or family members using simple descriptive and expressive , for example, C'est mon frère, il est sympa! C'est ma tante Lilianne, je l'adore! C'est mon grand-père, il est très vieux.
- expressing concern, sympathy, apologies or gratitude to friends and family members, for example, Pardon, excuse-moi; je suis désolé(e); fais bien attention! mon pauvre ami ...; merci pour le merveilleux cadeau; merci à vous tous pour la fête surprise.
- exchanging information about their local area or school environment, and accompanying spoken with appropriate , facial expressions, and expressions that are culturally based, for example, Mon quartier ... Il y a un court de tennis , de grands parcs. En Australie les écoles ont des espaces verts...
- exchanging print or digital greeting cards for significant occasions such as anniversaries, or responding to an email from a new penfriend in a French-speaking country
- participating in a school blog with other students who are learning French to experiences of learning French, asking for assistance from older students and providing advice to younger students learning French

Students learn to:

### **initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment**

(AC9LF6C01)

#### **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 .

##### **Social management**

- Communication

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

- Communicate responsively

##### **Social management**

- Communication

##### **Social management**

- Communication

## **Social management**

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- Communication

## **Resources**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF6C01

### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Interacting**

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

### **Content description**

AC9LF6C01

### **Learning progression extract**

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

- 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
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

### **Snapshot – Communication**

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

##### **Content description**

AC9LF6C01

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

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

##### **Content description**

AC9LF6C01

communicating with the teacher and students regarding activities, for example, Tu as fini? Tu comprends? Fini! Madame/Monsieur Je ne comprends pas. C'est fini? Pas encore, bientôt ...; Tu comprends, toi?

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### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF6C01

using communication strategies such as active listening skills and turn-taking cues to support the exchange of ideas and information, for example, supporting a conversation using Ah oui? C'est vrai? C'est intéressant ... dis-moi ... Pardon! Mon pauvre! Désolé(e)!

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## **Snapshot – Communication**

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

#### **Content description**

AC9LF6C01

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## **Snapshot – Communication**

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#### **Content description**

AC9LF6C01

exchanging personal information and opinions with classmates, for example, Excuse-moi, Sophie, mais ... à mon avis; selon moi ...; je pense que ...; bien sûr ..., d'accord ..., au contraire ... et toi, que penses-tu?

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## **Snapshot – Communication**

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

#### **Content description**

AC9LF6C01

sharing information about routines, interests and favourite activities using language associated with time, sequence and location, for example, J'arrive à l'école à 8h 30; le samedi je fais du cheval; le soir, je fais mes devoirs et je joue aux jeux vidéos, après je me brosse les dents.

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF6C01

exchanging information about friends or family members using simple descriptive and expressive language, for example, C'est mon frère, il est sympa! C'est ma tante Lilianne, je l'adore! C'est mon grand-père, il est très vieux.

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## **Snapshot – Communication**

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

#### **Content description**

AC9LF6C01

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

#### **Content description**

AC9LF6C01

expressing concern, sympathy, apologies or gratitude to friends and family members, for example, Pardon, excuse-moi; je suis désolé(e); fais bien attention! mon pauvre ami ...; merci pour le merveilleux cadeau; merci à vous tous pour la fête surprise.

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF6C01

exchanging information about their local area or school environment, and accompanying spoken texts with appropriate gestures, facial expressions, body language and formulaic expressions that are culturally based, for example, Mon quartier ... Il y a un court de tennis, de grands parcs. En Australie les écoles ont des espaces verts...

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AC9LF6C01

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AC9LF6C01

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

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### Resource – French language resource

## French

### Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

### AC9LF6C02

**participate in that involve planning and negotiating with others, using that expresses information, preferences and ideas**

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### Elaborations

- planning and organising (outings, , etc.), using expressions related to place, time and numbers, for example, Quelle date? Où? Quand? À quelle heure? Combien de ...?
- budgeting for imagined shopping expeditions, consulting online catalogues and websites, comparing prices and , and discussing intended purchases, for example, Je vais acheter ..., J'espère trouver ... Qu'est-ce que tu cherches?
- collaborating with peers to discuss and plan how to promote a French Cultural Day to the school community and to parents and friends by, for example, making a print or digital poster or brochure, or using the school website to post a video
- allocating roles and organising class or school such as an appeal or fundraiser, creating timelines, schedules or programs

- consulting each other when completing individual or group , for example, indicating understanding or asking for help using comments such as Oui, je comprends; Non, je ne comprends pas; C'est trop compliqué! C'est difficile! C'est quoi ça? asking C'est juste? Montre-moi; comme ça? Comment ça s'écrit ?
- negotiating tasks and shared , for example, working out preferences and allocating tasks Tu préfères lire ou écrire? Moi, je préfère travailler sur l'ordinateur. C'est juste? Montre-moi! Comme ça? Moi, je fais ça et toi tu prepares ça.
- working collaboratively to organise displays, presentations or for family, friends or school community to showcase their progress in learning and using French

Students learn to:

**participate in activities that involve planning and negotiating with others, using language to express information, preferences and ideas**

(AC9LF6C02)

### **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 .

#### **Measurement and geometry**

- Measuring time

#### **Social management**

- Communication
- Collaboration

#### **Analysing**

- Draw conclusions and provide reasons

#### **Social management**

- Communication
- Collaboration

#### **Social management**

- Communication
- Collaboration

#### **Social management**

- Communication
- Collaboration

#### **Self-management**

- Perseverance and adaptability

#### **Social management**

- Communication
- Collaboration

#### **Self-management**

- Perseverance and adaptability

#### **Social management**

- Communication
- Collaboration

#### **Social management**

- Communication
- Collaboration

#### **Resources**



## **Snapshot – Interacting**

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

#### **Content description**

AC9LF6C02

#### **Learning progression extract**

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

- 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
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

## **Snapshot – Communication**

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

#### **Content description**

AC9LF6C02

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Collaboration**

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

#### **Content description**

AC9LF6C02

#### **Continuum extract**

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

- 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
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

## **Snapshot – Measuring time**

### **Numeracy: Measurement and geometry: Measuring time**

## **Content description**

AC9LF6C02

planning and organising activities (outings, performances, etc.), using expressions related to place, time and numbers, for example, Quelle date? Où? Quand? À quelle heure? Combien de ...?

### **Learning progression extract**

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

#### **Relating units of time**

- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

#### **Converting between units of time**

- interprets and converts between 12 12 1 2 -hour and 24 24 2 4 -hour digital time, and analog and digital representations of time to solve duration problems
- converts between units of time, using appropriate conversion rates, to solve problems involving time (e.g. uses that there are 60 60 6 0 seconds in a minute to calculate the percentage improvement a 1500 1500 1 5 0 0 m runner made to their personal best time)
- uses rates involving time to solve problems (e.g. "travelling at 60 60 6 0 km/h, how far will I travel in 30 30 3 0 minutes?"; adjusts cooking or baking times based on weight or the size of the container)

#### **Measuring time with large and small timescales**

- uses appropriate metric prefixes to measure both large and small durations of time (e.g. millennia, nanoseconds)
- constructs timelines using an appropriate scale (e.g. chronologically sequences historical events)

### **Snapshot – Communication**

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

## **Content description**

AC9LF6C02

planning and organising activities (outings, performances, etc.), using expressions related to place, time and numbers, for example, Quelle date? Où? Quand? À quelle heure? Combien de ...?

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
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### **Snapshot – Collaboration**

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

## **Content description**

AC9LF6C02

planning and organising activities (outings, performances, etc.), using expressions related to place, time and numbers, for example, Quelle date? Où? Quand? À quelle heure? Combien de ...?

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

- 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
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### **Snapshot – Draw conclusions and provide reasons**

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

### **Content description**

AC9LF6C02

budgeting for imagined shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases, for example, Je vais acheter ..., J'espère trouver ... Qu'est-ce que tu cherches?

### **Continuum extract**

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

- 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
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

### **Snapshot – Communication**

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

### **Content description**

AC9LF6C02

budgeting for imagined shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases, for example, Je vais acheter ..., J'espère trouver ... Qu'est-ce que tu cherches?

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### **Snapshot – Collaboration**

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

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AC9LF6C02

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### **Snapshot – Communication**

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

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### **Snapshot – Collaboration**

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

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## **Snapshot – Communication**

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## **Snapshot – Perseverance and adaptability**

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

#### **Content description**

AC9LF6C02

consulting each other when completing individual or group activities, for example, indicating understanding or asking for help using comments such as Oui, je comprends; Non, je ne comprends pas; C'est trop compliqué! C'est difficile! C'est quoi ça? asking C'est juste? Montre-moi; comme ça? Comment ça s'écrit ?

#### **Continuum extract**

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

- 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
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

## **Snapshot – Communication**

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

#### **Content description**

AC9LF6C02

consulting each other when completing individual or group activities, for example, indicating understanding or asking for help using comments such as Oui, je comprends; Non, je ne comprends pas; C'est trop compliqué! C'est difficile! C'est quoi ça? asking C'est juste? Montre-moi; comme ça? Comment ça s'écrit ?

## **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Collaboration**

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

#### **Content description**

AC9LF6C02

consulting each other when completing individual or group activities, for example, indicating understanding or asking for help using comments such as Oui, je comprends; Non, je ne comprends pas; C'est trop compliqué! C'est difficile! C'est quoi ça? asking C'est juste? Montre-moi; comme ça? Comment ça s'écrit ?

#### **Continuum extract**

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

- 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
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

## **Snapshot – Perseverance and adaptability**

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

#### **Content description**

AC9LF6C02

negotiating tasks and shared activities, for example, working out preferences and allocating tasks Tu préfères lire ou écrire? Moi, je préfère travailler sur l'ordinateur. C'est juste? Montre-moi! Comme ça? Moi, je fais ça et toi tu prepares ça.

#### **Continuum extract**

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

- 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
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

## **Snapshot – Communication**

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

#### **Content description**

AC9LF6C02

negotiating tasks and shared activities, for example, working out preferences and allocating tasks Tu préfères lire ou écrire? Moi, je préfère travailler sur l'ordinateur. C'est juste? Montre-moi! Comme ça? Moi, je fais ça et toi tu prepares ça.

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Collaboration**

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

#### **Content description**

AC9LF6C02

negotiating tasks and shared activities, for example, working out preferences and allocating tasks

Tu préfères lire ou écrire? Moi, je préfère travailler sur l'ordinateur. C'est juste? Montre-moi!  
Comme ça? Moi, je fais ça et toi tu prépares ça.

### **Continuum extract**

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

- 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
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

### **Snapshot – Communication**

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

##### **Content description**

AC9LF6C02

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LF6C02

##### **Continuum extract**

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

- 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
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

### **AC9LF6C03**

**locate and information and ideas in a range of spoken, written and , and respond in different ways to suit**

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#### **Elaborations**

- accessing information about important French celebrations and festivities and presenting a print or report
- engaging with spoken and written concerning young people in France or French-speaking communities around the world, about their school routine, leisure time and lifestyle, and presenting the findings in a presentation
- identifying the , and intended of a range of familiar (phone messages, sports reports, takeaway food orders, etc.) recognising differences between spoken and written , and noting that some types of such as emails or messages combine elements of each
- to, or viewing First Nations Australian stories and responding to them using , expressions and in French
- recognising and describing key features of familiar such as advertisements, reports or letters from sources such as Astrapi, Le Petit Quotidien and Images Doc , and comparing with similar from Australian sources
- extracting points of information from sources such as websites, books and magazines, and providing a summary of the key messages of the
- drawing from a range of informative (videos, books, magazines, advertisements, websites, etc.) to collect and compare information on topics (family life, housing, schooling, etc.) in different cultural such as la campagne, les villes, les appartements, en francophonie

- using performative, or graphic organisers to a new based on one or more in an imaginative
- watching different types of imaginative (puppet shows, stories, films, etc.) and then interviewing classmates about the , events, sets and costumes using to express ideas and reactions such as Il est comment? Il est fou! Pourquoi elle porte un panier? Parce que sa mamie est malade.
- conducting surveys with peers and family members to report on social behaviours and preferred modes of ( le téléphone, le courriel, les conversations face à face, les textos , etc.)

Students learn to:

**locate and process information and ideas in a range of spoken, written and multimedial sources and respond in different ways to suit purpose**

(AC9LF6C03)

### **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

#### **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Resources**

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

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

#### **Content description**

AC9LF6C03

#### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9LF6C03

#### **Learning progression extract**

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

#### **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")

#### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

#### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)



- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

## **Snapshot – Listening**

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

#### **Content description**

AC9LF6C03

### **Learning progression extract**

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

- 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
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

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

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

##### **Content description**

AC9LF6C03

##### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

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

##### **Content description**

AC9LF6C03

##### **Continuum extract**

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

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- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

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

### **Content description**

AC9LF6C03

### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

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

### **Content description**

AC9LF6C03

recognising and describing key features of familiar texts such as advertisements, reports or letters from sources such as Astrapi, Le Petit Quotidien and Images Doc , and comparing with similar texts from Australian sources

### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

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

### **Content description**

AC9LF6C03

### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

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

## **Content description**

AC9LF6C03

drawing from a range of informative texts (videos, books, magazines, advertisements, websites, etc.) to collect and compare information on topics (family life, housing, schooling, etc.) in different cultural contexts such as la campagne, les villes, les appartements, en francophonie

## **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

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

## **Content description**

AC9LF6C03

## **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

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

## **Content description**

AC9LF6C03

watching different types of imaginative texts (puppet shows, stories, films, etc.) and then interviewing classmates about the characters, events, sets and costumes using modelled language to express ideas and reactions such as Il est comment? Il est fou! Pourquoi elle porte un panier? Parce que sa mamie est malade.

## **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

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

## **Content description**

AC9LF6C03

conducting surveys with peers and family members to report on social behaviours and preferred modes of communication ( le téléphone, le courriel, les conversations face à face, les textos , etc.)

### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## **AC9LF6C04**

### **apply strategies to interpret and meaning in French in familiar non-verbal, spoken and written cultural**

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#### **Elaborations**

- creating a bank or glossary for and expressions that do not easily from French to English such as Quelle porcherie! C'est la pagaille ta chambre!
- finding signage from their local area and and comparing it to signage in a French-speaking country, for example, comparing traffic and road signs or signs in public places
- using print or digital dictionaries and tools to a simple French into English, comparing results and discussing difficulties associated with in certain or concepts
- using dictionaries and electronic tools to compose such as captions, menus or school timetables, comparing results and noticing any problems associated with
- and explaining the meaning of and expressions associated with celebrations in French-speaking regions of the world such as le poisson d'avril, la bûche de Noël, La Toussaint, la fête de la Musique
- creating French versions of Australian school signs and notices, considering why some or expressions, such as the swimming pool, the sports oval, the tuck shop, the library, the office, require freer than others

Students learn to:

### **apply strategies to interpret and convey meaning in French language in familiar non-verbal and written cultural contexts**

(AC9LF6C04)

#### **General capabilities and cross-curriculum priorities**

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

##### **Analysing**

- Interpret concepts and problems

##### **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 .

##### **Analysing**

- Interpret concepts and problems

##### **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

### **Analysing**

- Interpret concepts and problems

### **Resources**

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

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

##### **Content description**

AC9LF6C04

##### **Continuum extract**

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Understanding texts**

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

##### **Content description**

AC9LF6C04

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

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

##### **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")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

## **Snapshot – Listening**

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

#### **Content description**

AC9LF6C04

#### **Learning progression extract**

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

- 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
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

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

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

#### **Content description**

AC9LF6C04

creating a word bank or glossary for words and expressions that do not easily translate from French to English such as *Quelle porcherie! C'est la pagaille ta chambre!*

#### **Continuum extract**

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

- 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

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

##### **Content description**

AC9LF6C04

##### **Continuum extract**

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

##### **Content description**

AC9LF6C04

##### **Continuum extract**

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

##### **Content description**

AC9LF6C04

##### **Continuum extract**

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

##### **Content description**

AC9LF6C04

interpreting and explaining the meaning of words and expressions associated with celebrations in French-speaking regions of the world such as le poisson d'avril, la bûche de Noël, La Toussaint, la fête de la Musique

##### **Continuum extract**

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

## Content description

AC9LF6C04

interpreting and explaining the meaning of words and expressions associated with celebrations in French-speaking regions of the world such as le poisson d'avril, la bûche de Noël, La Toussaint, la fête de la Musique

## Continuum extract

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

- 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
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

## Snapshot – Interpret concepts and problems

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

## Content description

AC9LF6C04

## Continuum extract

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## AC9LF6C05

**and present a range of informative and imaginative spoken, written and using a variety of structures to sequence information and ideas, and appropriate to type**

- 
- 
- 

## Elaborations

- using ( processing software, etc.) to information for a known contact group of French-speaking students, curating information about their own interests and experiences ( les vacances, les amis, les sports, les médias, etc.) and using resources such as audio, video or graphics to highlight elements which may be unfamiliar to French students
- creating an interactive display or as advocacy for the school program, for example, informing younger children of the benefits of learning French, or creating puppet plays and skits of familiar French stories and
- introducing, adapting and illustrating new elements or alternative versions of familiar stories, traditional tales and songs such as Nicolas in Le Petit Nicolas or a different ending to Les Trois Petits Cochons
- creating a class print or digital poster, locating and describing, in French, a specific First Nations location in a local or regional , or elsewhere in Australia
- the for a fashion show to share with others, Je vous présente Émilie. Elle porte une belle jupe bleue. Très chic, alors!
- using photo stills from a football match or le Tour de France to and some recorded commentary about the action taking place such as Il donne un coup de pied au ballon. Aïe! Il tombe! Ça fait mal!
- creating a of directions for an interactive GPS experience such as TomTom or Siri, for example, Siri, où est la gendarmerie? Siri, je veux aller au cinema. Siri, est-ce qu'il y a une toilette près d'ici? À cent metres tournez à droit.
- the spoken, written or for a virtual tour of the ideal French village using such as devant, à côté de, à 500 mètres, trois étages
- compiling lists of informal French and English expressions for everyday with friends and family such as À tout à l'heure (See you later) ; Génial (Cool); Salut, ça va! (Good day!); Amuse-toi bien

(Have fun); Bisous (Kiss or love at the end of an informal letter)

- creating which reflect the use of colloquial or abbreviated by young people in informal, written and technologically mediated ( G for j'ai, pa for pas, etc.) in messages; using borrowed from other ( ciao, cool, super ; and hybrid terms allez-bye! ) or in informal spoken ( chais pas for je ne sais pas, etc.)

Students learn to:

**create and present a range of informative and imaginative spoken, written and multi  
a variety of modelled sentence structures to sequence information and ideas, and c  
appropriate to text type**

(AC9LF6C05)

### **General capabilities and cross-curriculum priorities**

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

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Speaking and listening**

- Speaking

#### **Writing**

- Creating texts
- Creating texts

#### **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 .

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Country/Place**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Frap! Frap! Frap! (Poem)**

### **WS02 - Présentation personnelle (Self introduction)**

#### **Snapshot – Create, communicate and collaborate**

#### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

##### **Content description**

AC9LF6C05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this 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
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

#### **Snapshot – Speaking**

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

##### **Content description**

AC9LF6C05

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

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

##### **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?")

##### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

##### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)

- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

### **Crafting ideas**

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

### **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LF6C05

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

#### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

#### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of

"walked")

- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

### **Crafting ideas**

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

### **Text forms and features**

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

### **Vocabulary**

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

### **Crafting ideas**

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

### **Text forms and features**

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

### **Vocabulary**

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LF6C05

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

### **Crafting ideas**

- creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
- includes structural features appropriate to the type of text such as orientation, complication and resolution
- includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
- organises events into a sequence with a predictable ending

### **Text forms and features**

- uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
- uses pronouns to track multiple characters (e.g. "Peter and Leanne ... he ... they ... she ... them")
- maintains a point of view (e.g. writes predominantly in first person)
- uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
- selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
- uses simple figurative devices (e.g. simile)

### **Vocabulary**

- uses a range of learnt topic words and words from other authors

### **Crafting ideas**

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

### **Text forms and features**

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

### **Vocabulary**

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

## **Snapshot – Communication**

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

#### **Content description**

AC9LF6C05

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Create, communicate and collaborate**

### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

#### **Content description**

AC9LF6C05

using digital tools (word processing software, etc.) to create information for a known contact group of French-speaking students, curating information about their own interests and experiences ( les vacances, les amis, les sports, les médias, etc.) and using resources such as audio, video or graphics to highlight elements which may be unfamiliar to French students

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this 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
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## **Snapshot – Communication**

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

#### **Content description**

AC9LF6C05

using digital tools (word processing software, etc.) to create information for a known contact group of French-speaking students, curating information about their own interests and experiences ( les vacances, les amis, les sports, les médias, etc.) and using resources such as audio, video or graphics to highlight elements which may be unfamiliar to French students

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Create, communicate and collaborate**



# **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

## **Content description**

AC9LF6C05

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this 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
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

### **Snapshot – Communication**

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

## **Content description**

AC9LF6C05

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

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

## **Content description**

AC9LF6C05

introducing, adapting and illustrating new elements or alternative versions of familiar stories, traditional tales and songs such as Nicolas in Le Petit Nicolas or a different ending to Les Trois Petits Cochons

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

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

## **Content description**

AC9LF6C05

writing the script for a fashion show to share with others, Je vous présente Émilie. Elle porte une belle jupe bleue. Très chic, alors!

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

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

## **Content description**

AC9LF6C05

using photo stills from a football match or le Tour de France to write and create some recorded commentary about the action taking place such as Il donne un coup de pied au ballon. Aïe! Il tombe!

Ça fait mal!

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

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

##### **Content description**

AC9LF6C05

creating a script of directions for an interactive GPS experience such as TomTom or Siri, for example, Siri, où est la gendarmerie? Siri, je veux aller au cinema. Siri, est-ce qu'il y a une toilette près d'ici? À cent metres tournez à droit.

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Create, communicate and collaborate**

#### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

##### **Content description**

AC9LF6C05

composing the spoken, written or multimodal text for a virtual tour of the ideal French village using words such as devant, à côté de, à 500 mètres, trois étages

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this 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
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

### **Snapshot – Communication**

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

##### **Content description**

AC9LF6C05

composing the spoken, written or multimodal text for a virtual tour of the ideal French village using words such as devant, à côté de, à 500 mètres, trois étages

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

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

##### **Content description**

AC9LF6C05

compiling lists of informal French and English expressions for everyday interactions with friends and family such as À tout à l'heure (See you later) ; Génial (Cool); Salut, ça va! (Good day!); Amuse-toi bien (Have fun); Bisous (Kiss or love at the end of an informal letter)

## **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Create, communicate and collaborate**

### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

#### **Content description**

AC9LF6C05

creating texts which reflect the use of colloquial or abbreviated language by young people in informal, written and technologically mediated contexts ( G for j'ai, pa for pas, etc.) in text messages; using borrowed words from other languages ( ciao, cool, super ; and hybrid terms allez-bye! ) or verb contractions in informal spoken language ( chais pas for je ne sais pas, etc.)

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this 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
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## **Snapshot – Communication**

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

#### **Content description**

AC9LF6C05

creating texts which reflect the use of colloquial or abbreviated language by young people in informal, written and technologically mediated contexts ( G for j'ai, pa for pas, etc.) in text messages; using borrowed words from other languages ( ciao, cool, super ; and hybrid terms allez-bye! ) or verb contractions in informal spoken language ( chais pas for je ne sais pas, etc.)

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Resource – WS01 - Frap! Frap! Frap! (Poem)**

By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

**AC9LF6C05**

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

### **AC9LF6U01**

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

### **AC9LF6U02**

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions

## **Resource – WS02 - Présentation personnelle (Self introduction)**

By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

### **AC9LF6C05**

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

### **AC9LF6U01**

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

### **AC9LF6U02**

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions

## **AC9LF6U01**

**apply knowledge of combinations of sounds, , and patterns to develop and to known and**

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### **Elaborations**

- recognising and using liaisons such as les élèves, les petits enfants or joyeux anniversaire when appropriate
- understanding that the aigu -é at the end of a changes the of -e without an , for example, le passé, je passe; le soufflé, je souffle ; and that other also change the sound of a letter, for example, the cédille 'ç' softens the 'c' sound to 's' in such as le garçon, la façon, le français
- recognising how , and help to meaning even if individual are unfamiliar, for example, J'ai eu très, très peur! D-o-u-c-e-m-e-n-t ...
- applying phonic and grammatical knowledge to spelling and unfamiliar , for example, applying letter combinations such as '-eau', '-eur' or '-ette'
- recognising involving 2 or more distinct sounds such as la voiture, important, le pompier, l'aspirateur, la ceinture

- using exclamations to indicate agreement, disagreement, intention or understanding such as D'accord! Mais non! Bien sûr; voilà!

Students learn to:

**apply knowledge of combinations of sounds, syllables, pronunciation and intonation**  
**develop fluency and rhythm to known words and phrases**

(AC9LF6U01)

### **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**

- 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 .

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

- Communicate responsively

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

- Communicate responsively

#### **Social management**

- Communication

#### **Social management**

- Communication

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

- Communicate responsively

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

- Communicate responsively

#### **Social management**

- Communication

#### **Resources**

#### **Work Samples**

#### **WS01 - Frap! Frap! Frap! (Poem)**

#### **WS02 - Présentation personnelle (Self introduction)**

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

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

#### **Content description**

AC9LF6U01

#### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

#### **Snapshot – Speaking**

**Literacy: Speaking and listening: Speaking**

## Content description

AC9LF6U01

### Learning progression extract

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

#### 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?")

#### Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

#### Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

#### Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

#### Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience

- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

### **Snapshot – Communication**

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

##### **Content description**

AC9LF6U01

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF6U01

recognising and using liaisons such as les élèves, les petits enfants or joyeux anniversaire when appropriate

##### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF6U01

understanding that the aigu -é at the end of a word changes the pronunciation of -e without an accent, for example, le passé, je passe; le soufflé, je souffle ; and that other accent marks also change the sound of a letter, for example, the cédille 'ç' softens the 'c' sound to 's' in words such as le garçon, la façon, le français

##### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communication**

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

##### **Content description**

AC9LF6U01

understanding that the aigu -é at the end of a word changes the pronunciation of -e without an accent, for example, le passé, je passe; le soufflé, je souffle ; and that other accent marks also

change the sound of a letter, for example, the cedille 'ç' softens the 'c' sound to 's' in words such as le garçon, la façon, le français

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

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

### **Content description**

AC9LF6U01

recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, for example, J'ai eu très, très peur! D-o-u-c-e-m-e-n-t ...

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF6U01

applying phonetic and grammatical knowledge to spelling and writing unfamiliar words, for example, applying letter combinations such as '-eau', '-eur' or '-ette'

### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF6U01

recognising words involving 2 or more distinct vowel sounds such as la voiture, important, le pompier, l'aspirateur, la ceinture

### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communication**



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

## **Content description**

AC9LF6U01

using exclamations to indicate agreement, disagreement, intention or understanding such as D'accord!

Mais non! Bien sûr; voilà!

## **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Resource – French language resource**

### **French**

#### **Language support resource**

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

##### **Introduction**

The resource provides suggestions for sequential development in 2 parts:

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

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

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

##### **Language features and structures**

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

##### **Thematic contexts for language use**

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

##### **Download**

## **Resource – WS01 - Frap! Frap! Frap! (Poem)**

By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in

French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

## **AC9LF6C05**

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

## **AC9LF6U01**

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

## **AC9LF6U02**

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions

### **Resource – WS02 - Présentation personnelle (Self introduction)**

By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

## **AC9LF6C05**

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

## **AC9LF6U01**

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

## **AC9LF6U02**

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions

### **AC9LF6U02**

**use knowledge of grammatical structures and expressions to compose and respond to using appropriate punctuation and textual**

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#### **Elaborations**

- beginning to use all forms of the present of regular ‘-er’, ‘-ir’ and ‘-re’ and of high-frequency irregular such as avoir, être, aller and faire
- playing games such as ‘matching pairs’ to reinforce grammatical rules, for example, and Jean travaille: il travaille; Marianne aime le fromage: elle aime le fromage ; and pairing with a

conjugated , nous parlons, tu manges, il finit

- using the indicative plus the , for example , J'aime jouer au tennis, il sait conduire and le futur proche, for example , Je vais partir.
- becoming familiar with and using, with support, le passé composé , for example, J'ai mangé trois biscuits; Elle a dormi sous les étoiles.
- recognising l'imparfait denotes the past when encountered in familiar expressions and scaffolded , for example, Il était une fois ...; C'était ...; Il faisait chaud; Il avait 60 ans.
- using a range of including more unusual forms ( les bureaux, les choux-fleurs, mes grands-parents, etc.) and more complex ( beau, belle, beaux, belles, etc.) and possessive forms such as mon, ma, mes; ton, ta, tes; son, sa, ses
- formulating using est-ce que ..., the inverted form of the , or changed , for example , Est-ce que tu as un chien? As-tu un chien? Tu as un chien?
- understanding and using negative constructions such as Tu ne viens pas ce soir?, including recognition of the use of de after a negative form, for example, Je n'ai pas de photos, Je ne mange jamais de choux de Bruxelles.
- developing a range of to elaborate or accentuate meaning using builder charts, for example, Il parle si doucement; Moi j'écoute attentivement.
- using knowledge of and to assist in , for example, agréable, désagréable, venir, revenir, cuisine, cuisinier, trembler, tremblement
- using an increasing range of agreements with support, including agreements that come before the , such as of beauty, age, goodness, size (BAGS), for example, la belle maison

Students learn to:

**use knowledge of modelled grammatical structures and formulaic expressions to co**  
**texts using appropriate punctuation and textual conventions**

(AC9LF6U02)

### **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
- Punctuation

#### **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

#### **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

#### **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 - Frap! Frap! Frap! (Poem)**

### **WS02 - Présentation personnelle (Self introduction)**

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF6U02

#### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9LF6U02

#### **Learning progression extract**

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

#### **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

### **Grammatical accuracy**

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

### **Whole text level**

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

### **Group and word level**

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

### **Sentence level**

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

### **Whole text level**

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part-whole, class-subclass, compare-contrast, cause and effect)

## **Snapshot – Punctuation**

### **Literacy: Writing: Punctuation**

#### **Content description**

AC9LF6U02

#### **Learning progression extract**

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

content.

- uses quotation marks for simple dialogue (e.g. "I can't see it,' he said.")
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")
- uses complex punctuation conventions (e.g. colons, semicolons, brackets)
- uses punctuation conventions for quotations and referencing

### **Snapshot – Communication**

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

##### **Content description**

AC9LF6U02

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF6U02

beginning to use all forms of the present tense of regular 'er', 'ir' and 're' verbs and of high-frequency irregular verbs such as avoir, être, aller and faire

##### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communication**

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

##### **Content description**

AC9LF6U02

playing games such as 'matching pairs' to reinforce grammatical rules, for example, nouns and subject pronouns Jean travaille: il travaille; Marianne aime le fromage: elle aime le fromage ; and pairing subject with a conjugated verb, nous parlons, tu manges, il finit

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF6U02

using the indicative plus the infinitive, for example , J'aime jouer au tennis, il sait conduire and le futur proche, for example , Je vais partir.

### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF6U02

becoming familiar with and using, with support, le passé composé , for example, J'ai mangé trois biscuits; Elle a dormi sous les étoiles.

### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF6U02

recognising l'imparfait denotes the past when encountered in familiar expressions and scaffolded language contexts, for example, Il était une fois ...; C'était ...; Il faisait chaud; Il avait 60 ans.

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

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- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF6U02

using a range of nouns including more unusual plural forms ( les bureaux, les choux-fleurs, mes grands-parents, etc.) and more complex adjectives ( beau, belle, beaux, belles, etc.) and possessive forms such as mon, ma, mes; ton, ta, tes; son, sa, ses

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF6U02

formulating questions using est-ce que ..., the inverted form of the verb, or changed intonation, for example , Est-ce que tu as un chien? As-tu un chien? Tu as un chien?

### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communication**

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

### **Content description**

AC9LF6U02

formulating questions using est-ce que ..., the inverted form of the verb, or changed intonation, for example , Est-ce que tu as un chien? As-tu un chien? Tu as un chien?

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF6U02

understanding and using negative constructions such as Tu ne viens pas ce soir?, including recognition of the use of de after a negative verb form, for example, Je n'ai pas de photos, Je ne mange jamais de choux de Bruxelles.

### **Continuum extract**

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

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- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups



## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF6U02

developing a range of adverbs to elaborate or accentuate meaning using sentence builder charts, for example, Il parle si doucement; Moi j'écoute attentivement.

#### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## **Snapshot – Communication**

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

#### **Content description**

AC9LF6U02

developing a range of adverbs to elaborate or accentuate meaning using sentence builder charts, for example, Il parle si doucement; Moi j'écoute attentivement.

#### **Continuum extract**

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF6U02

using knowledge of suffixes and prefixes to assist comprehension in texts, for example, agréable, désagréable, venir, revenir, cuisine, cuisinier, trembler, tremblement

#### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## **Snapshot – Communication**

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

#### **Content description**

AC9LF6U02

using knowledge of suffixes and prefixes to assist comprehension in texts, for example, agréable, désagréable, venir, revenir, cuisine, cuisinier, trembler, tremblement

#### **Continuum extract**

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF6U02

using an increasing range of noun adjective agreements with support, including adjective agreements that come before the noun, such as adjectives of beauty, age, goodness, size (BAGS), for example, la belle maison

#### **Continuum extract**

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

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## **AC9LF6U03**

### **compare some French language structures and features with those of English, using some familiar**

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#### **Elaborations**

- talking about , using such as ‘ and ‘personal , identifying elements, and talking about how they are used
- comparing conjugations in English, French and other known and identifying patterns in conjugation, for example, understanding that regular in English using the third singular personal he/she/it end with an 's'; however, in French endings follow a pattern and change according to the , for example, ‘ -er’ endings j’écoute, tu écoutes, il/elle/on écoute, nous écoutons, vous écoutez, ils/elles écoutent
- recognising faux amis and how they can lead to difficulty when learning French, for example, coin means ‘corner’, journée means ‘day’, actuellement means ‘currently’, joli means ‘pretty’, pain means ‘bread’, bras means ‘arm’
- providing feedback to support peers using , for example, editing each other's written or spoken and work samples and justifying reasons for editing or changing
- using to discuss features of familiar , for example, a shopping list serves as a reminder, a role-play at a market involves and negotiation, an email or message to a friend involves and an of information

Students learn to:

### **compare some French language structures and features with those of English, using metalanguage**

(AC9LF6U03)

#### **General capabilities and cross-curriculum priorities**

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to

general capabilities and cross-curriculum priorities. Content elaborations are optional .

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

### **Resources**

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

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

##### **Content description**

AC9LF6U03

##### **Continuum extract**

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

##### **Content description**

AC9LF6U03

##### **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: Communicate responsively**

##### **Content description**

AC9LF6U03

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

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

### **Content description**

AC9LF6U03

comparing verb conjugations in English, French and other known languages and identifying patterns in conjugation, for example, understanding that regular verbs in English using the third singular personal pronoun he/she/it end with an 's'; however, in French verb endings follow a pattern and change according to the subject pronoun, for example, ' -er' verb endings j'écoute, tu écoutes, il/elle/on écoute, nous écoutons, vous écoutez, ils/elles écoutent

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF6U03

comparing verb conjugations in English, French and other known languages and identifying patterns in conjugation, for example, understanding that regular verbs in English using the third singular personal pronoun he/she/it end with an 's'; however, in French verb endings follow a pattern and change according to the subject pronoun, for example, ' -er' verb endings j'écoute, tu écoutes, il/elle/on écoute, nous écoutons, vous écoutez, ils/elles écoutent

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

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

### **Content description**

AC9LF6U03

recognising faux amis and how they can lead to difficulty when learning French, for example, coin means 'corner', journée means 'day', actuellement means 'currently', joli means 'pretty', pain means 'bread', bras means 'arm'

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
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## **Snapshot – Interpret concepts and problems**

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

#### **Content description**

AC9LF6U03

#### **Continuum extract**

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- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF6U03

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

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

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

#### **Content description**

AC9LF6U03

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
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- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF6U03

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## **AC9LF6U04**

recognise that reflects cultural practices, and , and that this impacts on non-verbal and verbal

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### **Elaborations**

- exploring the idea of generalisations associated with and , discussing how groups of people tend to think about themselves and others, and how affect and and can be inaccurate
- explaining Australian English vocabulary, expressions and practices to French speakers and other people from different backgrounds, for example, explaining the meaning of 'the bush', 'fair go', 'she'll be right'
- noticing how children from French-speaking communities around the world use different and expressions, for example, tchop for manger , chamboul for la chambre , n'damba for le football in Cameroun; le chum (tchomme) for le copain , and l'avant-midi for le matin in Québec; and considering why such variations exist
- exploring how and are expressed through First Nations Australians' song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of French-speaking people or communities
- using models such as Oops et Oh là là , involving one English-speaking and one French-speaking and reflecting on instances of possible miscommunication
- thinking about how family and community impact on and , for example, using more than one ,■celebrating■or expressing feelings in various ways

Students learn to:

**recognise that language reflects cultural practices, values and identity, and that this non-verbal and verbal communication**

(AC9LF6U04)

### **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 .

#### **Analysing**

- Interpret concepts and problems

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

- Develop empathy

#### **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

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

- Reflect on the relationship between cultures and identities

### **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.

#### **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

## **Resources**

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

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

##### **Content description**

AC9LF6U04

##### **Continuum extract**

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF6U04

##### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **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**

AC9LF6U04

##### **Continuum extract**

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

- 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
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

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

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

##### **Content description**

AC9LF6U04

##### **Continuum extract**

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Develop empathy**

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

### **Content description**

AC9LF6U04

### **Continuum extract**

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

- 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
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences

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

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

### **Content description**

AC9LF6U04

### **Continuum extract**

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

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
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- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

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

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

### **Content description**

AC9LF6U04

### **Continuum extract**

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

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- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

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

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

### **Content description**

AC9LF6U04

noticing how children from French-speaking communities around the world use different words and expressions, for example, tchop for manger , chamboul for la chambre , n'damba for le football in Cameroun; le chum (tchomme) for le copain , and l'avant-midi for le matin in Québec; and considering why such variations exist

### **Continuum extract**

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

- 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



- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

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

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

##### **Content description**

AC9LF6U04

using models such as *Oops et Oh là là* , involving one English-speaking and one French-speaking character and reflecting on instances of possible intercultural miscommunication

##### **Continuum extract**

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF6U04

using models such as *Oops et Oh là là* , involving one English-speaking and one French-speaking character and reflecting on instances of possible intercultural miscommunication

##### **Continuum extract**

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **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**

AC9LF6U04

##### **Continuum extract**

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

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- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups