

(no-code)

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

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Elaborations

- asking and responding to about self, related to daily routine, family and friends, pastimes and aspects of school and home, for example, Saya tinggal di Darwin dengan keluarga saya. Rumah saya besar, Saya bermain bola basket, Saya suka es krim, Saya berasal dari ..., Saya berumur ... tahun, Saya anggota klub ..., Saya anak ke ... di keluarga saya.
- participating in class routines such as giving extended responses to Apa kabar? , for example, Kurang baik? Mengapa? Saya sakit kepala ; saying the day and date, and describing the weather and the day's schedule, for example, Hari ini hari Senin tanggal 20 Mei. Cuaca hari ini mendung.
- with classmates and teacher using expressions and appropriate , for example, bending and saying permisi when passing someone, responding to Di mana ...? by pointing appropriately
- sharing feelings with others using , for example, Saya merasa sedih karena ...
- making and responding to requests, for example, Boleh pinjam ...? and asking for rephrasing, and clarification, for example, Maaf Bu/Pak, apa artinya ...? Tolong ulangi. Sekali lagi?
- exchanging best wishes and congratulations with others through greeting cards or through shared secure online environments, using related to special occasions and well-wishing and responding appropriately, for example, Selamat Hari Ulang Tahun! Selamat Hari Raya Idul Fitri! Selamat Tahun Baru! Terima kasih!
- using terms and names in place of personal , for example, using Bapak and Ibu for 'you' and 'your' when to adults and using a person's name instead of kamu or saya in some , for example, John (you) mau makan?, Mary (I) tidak suka bermain bola basket.
- asking and responding to , for example, Mau yang mana? Saya mau yang biru. Kamu lebih suka yang mana? Saya lebih suka yang pendek
- commenting positively on own and others' learning, for example, Hebat! Bagus!

Students learn to:

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

(AC9LIN4C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

- Collaboration

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

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Snapshot – Communicate responsively

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

Content description

AC9LIN4C01

Continuum extract

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

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIN4C01

Learning progression extract

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

- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers

- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communicate responsively

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

Content description

AC9LIN4C01

asking and responding to questions about self, related to daily routine, family and friends, pastimes and aspects of school and home, for example, Saya tinggal di Darwin dengan keluarga saya. Rumah saya besar, Saya bermain bola basket, Saya suka es krim, Saya berasal dari ..., Saya berumur ... tahun, Saya anggota klub ..., Saya anak ke ... di keluarga saya.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C01

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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

Snapshot – Communicate responsively

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

Content description

AC9LIN4C01

participating in class routines such as giving extended responses to Apa kabar? , for example, Kurang baik? Mengapa? Saya sakit kepala ; saying the day and date, and describing the weather and the day's schedule, for example, Hari ini hari Senin tanggal 20 Mei. Cuaca hari ini mendung.

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Personal and Social capability: Social management: Communication

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN4C01

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Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LIN4C01

interacting with classmates and teacher using formulaic expressions and appropriate gestures, for example, bending and saying permisi when passing someone, responding to Di mana ...? by pointing appropriately

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIN4C01

sharing feelings with others using modelled language, for example, Saya merasa sedih karena ...

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Snapshot – Communicate responsively

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

Content description

AC9LIN4C01

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIN4C01

exchanging best wishes and congratulations with others through greeting cards or through shared secure online environments, using language related to special occasions and well-wishing and responding appropriately, for example, Selamat Hari Ulang Tahun! Selamat Hari Raya Idul Fitri! Selamat Tahun Baru! Terima kasih!

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIN4C01

using kinship terms and names in place of personal pronouns, for example, using Bapak and Ibu for 'you' and 'your' when speaking to adults and using a person's name instead of kamu or saya in some contexts, for example, John (you) mau makan?, Mary (I) tidak suka bermain bola basket.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

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

Content description

AC9LIN4C01

asking and responding to questions, for example, Mau yang mana? Saya mau yang biru. Kamu lebih suka yang mana? Saya lebih suka yang pendek

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIN4C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C01

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

AC9LIN4C02

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

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Elaborations

- contributing to preparing and displaying a set of class rules, for example, Jangan berlari di ruang kelas
- participating in group such as role-plays, and asking and responding to and invitations, for example, Mau ke mana? Mau ikut? Mau beli apa? Saya mau beli dua kilo ape
- negotiating with others to make decisions such as choosing ways to get around in Indonesia on a simulated trip, for example, Mau naik apa? Saya mau naik becak. Berapa ongkosnya? Mau pergi jam berapa? Jam empat.
- creating wayang puppets and discussing traits and appearance in preparation for a collaborative , for example, Wayang saya bernama ...; Apakah wayang kamu sportif? Wah, wayangmu berhidung besar!
- working collaboratively and sharing decisions about content and vocabulary when designing a poster for a specific event, creating a picture book or wall, for example, Saya pikir ...; Lebih baik ...
- designing a treasure hunt, developing instructions and giving and following directions, for example, Dari pintu belok ke kiri, jalan terus sampai meja guru.
- exchanging opinions when negotiating roles and responsibilities for a class , for example, Kamu suka ...? Saya kurang suka ..., Saya lebih suka ... daripada ...
- preparing, rehearsing and presenting an Indonesian-themed item at the school assembly

Students learn to:

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

(AC9LIN4C02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Speaking and listening

- Interacting

Elaborations

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

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Engaging with cultural and linguistic diversity

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Social management

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Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Snapshot – Develop multiple perspectives

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

Content description

AC9LIN4C02

Continuum extract

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

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIN4C02

Learning progression extract

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

- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions

- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C02

contributing to preparing and displaying a set of class rules, for example, Jangan berlari di ruang kelas

Continuum extract

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN4C02

contributing to preparing and displaying a set of class rules, for example, Jangan berlari di ruang kelas

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C02

participating in group activities such as role-plays, and asking and responding to questions and invitations, for example, Mau ke mana? Mau ikut? Mau beli apa? Saya mau beli dua kilo ape

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

perspectives

Content description

AC9LIN4C02

negotiating with others to make decisions such as choosing ways to get around in Indonesia on a simulated trip, for example, Mau naik apa? Saya mau naik becak. Berapa ongkosnya? Mau pergi jam berapa? Jam empat.

Continuum extract

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C02

creating wayang puppets and discussing character traits and appearance in preparation for a collaborative performance, for example, Wayang saya bernama ...; Apakah wayang kamu sportif? Wah, wayangmu berhidung besar!

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Snapshot – Develop multiple perspectives

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

Content description

AC9LIN4C02

working collaboratively and sharing decisions about content and vocabulary when designing a poster for a specific event, creating a picture book or word wall, for example, Saya pikir ...; Lebih baik ...

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

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Content description

AC9LIN4C02

exchanging opinions when negotiating roles and responsibilities for a class performance, for example, Kamu suka ...? Saya kurang suka ..., Saya lebih suka ... daripada ...

Continuum extract

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN4C02

exchanging opinions when negotiating roles and responsibilities for a class performance, for example, Kamu suka ...? Saya kurang suka ..., Saya lebih suka ... daripada ...

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C02

Continuum extract

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN4C02

Continuum extract

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

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

AC9LIN4C03

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

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Elaborations

- gathering information about others such as surveying peers about time spent on , and presenting the results to the class, for example, Berapa jam kamu menonton televisi/membaca buku/bermain komputer/bermain olahraga/makan/belajar/tidur? Kamu naik apa ke sekolah?
- responding to information in about aspects of such as lifestyle, cuisines or use of transport, for example, Naik apa ke sekolah? Saya naik ..., Kamu lebih suka ... atau ...? Saya lebih suka ..., Makan apa untuk sarapan/makan malam? Kadang-kadang saya makan ...
- comparing information about and practices of a school in Indonesia with those of their own school, for example, to, or viewing related to aspects of school life, such as timetables, canteen menus, extracurricular and sports, and making a Venn diagram or infographic
- learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Indonesian
- working collaboratively to obtain and use information from related to other learning areas, for example, following instructions for a simple science experiment or skill-building in Health and Physical Education such as Pertama-tama kita harus ...; Lompat tiga kali, Letakkan tangan di belakang kepala, Lempar bola ke keranjang.
- to, or viewing and responding to about , ideas and events in Indonesian or English, for example, Kamu paling suka karakter siapa? Mengapa? Apakah ... merasa senang sesudah bertemu temannya? Mengapa?
- responding to an imaginative and demonstrating understanding by performing a role-play or illustrating and captioning aspects of the plot
- responding to an informative about geography or arts and crafts, etc., by answering true or false , completing crossword puzzles or by creating their own for a trivia quiz
- responding to imaginative by expressing personal opinions about and reactions to the or plot, for example, Tokoh favorit saya Sinta karena dia cantik. Saya pikir Arjuna hebat karena dia berani dan pandai.

Students learn to:

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

(AC9LIN4C03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Culture

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Resources

Work Samples

WS02 - Makan apa (What are you eating?)

WS03 - Di mana ular biru? (Where is the blue snake?)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN4C03

Continuum extract

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

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIN4C03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual

knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIN4C03

Learning progression extract

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

content.

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN4C03

gathering information about activities of others such as surveying peers about time spent on activities, and presenting the results to the class, for example, Berapa jam kamu menonton televisi/membaca buku/bermain komputer/bermain olahraga/makan/belajar/tidur? Kamu naik apa ke sekolah?

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN4C03

responding to information in texts about aspects of culture such as lifestyle, cuisines or use of transport, for example, Naik apa ke sekolah? Saya naik ..., Kamu lebih suka ... atau ...? Saya lebih suka ..., Makan apa untuk sarapan/makan malam? Kadang-kadang saya makan ...

Continuum extract

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

- identify and explore relevant information from a range of sources, including visual information and digital sources
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Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN4C03

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN4C03

working collaboratively to obtain and use information from texts related to other learning areas, for example, following instructions for a simple science experiment or skill-building in Health and Physical Education such as Pertama-tama kita harus ...; Lompat tiga kali, Letakkan tangan di belakang kepala, Lempar bola ke keranjang.

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN4C03

listening to, reading or viewing texts and responding to questions about characters, ideas and events in Indonesian or English, for example, Kamu paling suka karakter siapa? Mengapa? Apakah ... merasa senang sesudah bertemu temannya? Mengapa?

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN4C03

Continuum extract

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

- identify and explore relevant information from a range of sources, including visual information and digital sources
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- 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
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Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN4C03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN4C03

responding to imaginative texts by expressing personal opinions about and reactions to the characters or plot, for example, Tokoh favorit saya Sinta karena dia cantik. Saya pikir Arjuna hebat karena dia berani dan pandai.

Continuum extract

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

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

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

Resource – WS02 - Makan apa (What are you eating?)

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

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

AC9LIN4C03

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

AC9LIN4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LIN4U02

recognise Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts

Resource – WS03 - Di mana ular biru? (Where is the blue snake?)

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

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

AC9LIN4C03

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LIN4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LIN4U02

recognise Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LIN4C04

develop strategies to comprehend and Indonesian in familiar to cultural meaning

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Elaborations

- using such as public signs to understand gist and adapting to their own environment, for example, changing *Awas gajah!* to *Awas kangguru!* *Hati-hati banyak sepeda motor!* *Hati-hati banyak mobil!*
- learning to use print and online dictionaries, for example, finding unknown in to assist
- using in such as greeting cards, invitations or public signs to the meaning of unknown and expressions
- collecting and using Indonesian and expressions that do not easily into English, for example, *kaki lima*, *warung*, *Kamu anak keberapa di keluargamu?*
- compiling a glossary or bank of common Indonesian expressions and that Indonesian cultural practices
- devising simple that involve alternating or combining repeated or in Indonesian and English, for example, using , idiomatic expressions, responses, etc. to develop skills in to cultural , for example, *Makan apa sekarang?* song with food items
- using resources to compile customised banks that students can utilise when talking about areas of personal interest
- experiencing different types of children's and appreciating the elements of humour and drama, use of sound effects and facial expressions, and responding to the and events depicted in the
- responding to informative and imaginative print and digital books, short-scripted plays, or animations that use familiar Indonesian , by creating a class display of the key information and providing a glossary of new and expressions

Students learn to:

develop strategies to comprehend and adjust Indonesian language in familiar conte cultural meaning

(AC9LIN4C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Elaborations

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

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reflecting

- Transfer knowledge

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reflecting

- Transfer knowledge

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

Content description

AC9LIN4C04

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIN4C04

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)

- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN4C04

using texts such as public signs to understand gist and adapting to their own environment, for example, changing *Awas gajah!* to *Awas kangguru!* *Hati-hati banyak sepeda motor!* *Hati-hati banyak mobil!*

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9LIN4C04

Continuum extract

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

- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN4C04

collecting and using Indonesian words and expressions that do not translate easily into English, for example, *kaki lima*, *warung*, *Kamu anak keberapa di keluargamu?*

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN4C04

Continuum extract

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

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

understanding of, cultural diversity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN4C04

devising simple activities that involve alternating or combining repeated words or phrases in Indonesian and English, for example, using questions, idiomatic expressions, responses, etc. to develop skills in adjusting language to cultural contexts, for example, Makan apa sekarang? song with food items

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN4C04

devising simple activities that involve alternating or combining repeated words or phrases in Indonesian and English, for example, using questions, idiomatic expressions, responses, etc. to develop skills in adjusting language to cultural contexts, for example, Makan apa sekarang? song with food items

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9LIN4C04

Continuum extract

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

- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN4C04

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

Content description

AC9LIN4C04

Continuum extract

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

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

AC9LIN4C05

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

-
-

Elaborations

- sequencing , for example, creating a storyboard using pictures and captions
- using expressions to a personalised greeting card such as a birthday card or Idul Fitri card
- designing Indonesian signs and instructions in the classroom and around the school, for example, Cuci tangan, Tong sampah, Selamat Datang di sekolah kami
- creating simple descriptions in Indonesian and matching them to appropriate First Nations locations in their local area or elsewhere in Australia
- presenting information such as a display or side show about home, school and local environment, for example, rumah saya, di sekolah kami, desa kami
- a series of simulated diary entries using to talk about their personal worlds and express own ideas, for example, Pada hari Sabtu keluarga saya berenang di ...
- creating a personal profile such as an avatar or montage with self-introduction, and making choices about the design, content and to be included
- to, or viewing a and creating a profile of the main , for example, Rama kuat dan berani. Dia suami Sinta.
- a role-play scenario associated with Indonesian practices such as using appropriate and at a meal, for example, Silahkan makan, tambah lagi and using the right hand
- creating a new version of a known imaginative , for example, adding , changing setting or a different ending
- performing a play for classmates or the wider school community using wayang puppets made in class

Students learn to:

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

expressions, simple phrases and sentences and modelled textual conventions

(AC9LIN4C05)

General capabilities and cross-curriculum priorities

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

Writing

- Creating texts

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

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

Social management

- Communication

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS01 - Rumah saya (My house)

WS02 - Makan apa (What are you eating?)

WS03 - Di mana ular biru? (Where is the blue snake?)

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIN4C05

Learning progression extract

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIN4C05

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

using formulaic expressions to create a personalised greeting card such as a birthday card or Idul Fitri card

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

designing Indonesian signs and instructions in the classroom and around the school, for example, Cuci tangan, Tong sampah, Selamat Datang di sekolah kami

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

presenting information such as a display or side show about home, school and local environment, for example, rumah saya, di sekolah kami, desa kami

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

writing a series of simulated diary entries using modelled language to talk about their personal worlds and express own ideas, for example, Pada hari Sabtu keluarga saya berenang di ...

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

listening to, reading or viewing a text and creating a profile of the main characters, for example, Rama kuat dan berani. Dia suami Sinta.

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIN4C05

composing a role-play scenario associated with Indonesian practices such as using appropriate language and gestures at a meal, for example, Silahkan makan, tambah lagi and using the right hand

Continuum extract

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

- describe how their cultural identities influence interactions with others

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

composing a role-play scenario associated with Indonesian practices such as using appropriate language and gestures at a meal, for example, Silahkan makan, tambah lagi and using the right hand

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4C05

performing a play for classmates or the wider school community using wayang puppets made in class

Continuum extract

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

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

Resource – WS01 - Rumah saya (My house)

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

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

AC9LIN4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LIN4U02

recognise Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LIN4U01

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

-
-

Elaborations

- using Indonesian for trilled r, c (ch), u (as in 'put'), a (as in 'aqua'), e (as in enak, telur, sore) and unaspirated sounds p, t and k when aloud from written
- pronouncing aa sound, for example, maaf, saat and from Arabic, for example, Jumat (Jum'at)
- imitating Indonesian of initial ny sounds, for example, nyamuk, Nyoman
- recognising different for statements and , for example, Kamu suka apel (with falling) and Kamu suka apel? (with rising)
- recognising imperatives, for example, Angkat tangan! Buka bukumu! Ayo cepat!
- identifying onomatopoeic such as those related to transport, for example, tut-tut (toot toot – car horn), brum-brum (brum brum – bus), jes-jes (choo choo – puffing train), kring-kring (ding ding – bike bell)

Students learn to:

recognise and use modelled combinations of sounds, pronunciation and intonation

Indonesian to form words and phrases

(AC9LIN4U01)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Speaking and listening

- Speaking

Elaborations

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

Social management

- Communication

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIN4U01

Continuum extract

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

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIN4U01

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he

did not agree with")

- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U01

using Indonesian pronunciation for trilled r, c (ch), u (as in 'put'), a (as in 'aqua'), e (as in enak, telur, sore) and unaspirated sounds p, t and k when reading aloud from written text

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIN4U01

pronouncing aa sound, for example, maaf, saat and words from Arabic, for example, Jumat (Jum'at)

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U01

pronouncing aa sound, for example, maaf, saat and words from Arabic, for example, Jumat (Jum'at)

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U01

imitating Indonesian pronunciation of initial ny sounds, for example, nyamuk, Nyoman

Continuum extract

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

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U01

recognising different intonation for statements and questions, for example, Kamu suka apel (with falling intonation) and Kamu suka apel? (with rising intonation)

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U01

recognising imperatives, for example, Angkat tangan! Buka bukumu! Ayo cepat!

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIN4U01

identifying onomatopoeic words such as those related to transport, for example, tut-tut (toot toot – car horn), brum-brum (brum brum – bus), jes-jes (choo choo – puffing train), kring-kring (ding ding – bike bell)

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U01

identifying onomatopoeic words such as those related to transport, for example, tut-tut (toot toot – car horn), brum-brum (brum brum – bus), jes-jes (choo choo – puffing train), kring-kring (ding ding – bike bell)

Continuum extract

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

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

AC9LIN4U02

recognise Indonesian , grammatical structures and basic in familiar and

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Elaborations

- understanding the rules for + object construction, for example, Saya tinggi. Saya makan nasi. Ayah masak nasi goreng.
- using and of and appearance to describe people and animals, for example, Ini bapak saya. Dia tinggi dan baik hati. Gajah itu marah.
- using possessive order to describe objects related to home, school and local environment, for example, Kota saya kecil.
- using to describe position, for example, Ada monyet di atas meja; and dengan and untuk, for example, Jus ini untuk siapa? Untuk saya!
- describing actions using base , for example, tinggal, bangun, mandi, naik and ber , for example, bermain, berjalan, bersepeda, berenang
- using , for example, Siapa ...? Apa? Di mana? Berapa?
- linking ideas using , for example, dan, karena, tetapi, atau, dengan
- locating events in time using , for example, hari ini, kemarin, besok, sudah, belum
- recognising associated with such as sequencing , for example, Pertama-tama ... lalu ... akhirnya ...
- using ordinal numbers, for example, pertama, kedua , and using cardinal numbers in a range of such as arithmetic or saying prices, for example, Saya anak ketiga di keluarga saya. Satu tambah dua sama dengan tiga. Harganya lima ribu rupiah.
- exploring the connection between spelling and meaning in duplicated expressing leisurely action, for example, comparing melihat with melihat-lihat ; berjalan with jalan-jalan

Students learn to:

recognise Indonesian language conventions, grammatical structures and basic syntax and contexts

(AC9LIN4U02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Writing

- Grammar

Elaborations

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

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS01 - Rumah saya (My house)

WS02 - Makan apa (What are you eating?)

WS03 - Di mana ular biru? (Where is the blue snake?)

Snapshot – Communicate responsively

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

Content description

AC9LIN4U02

Continuum extract

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

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

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LIN4U02

Learning progression extract

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

Grammatical accuracy

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

Group and word level

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

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

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

Grammatical accuracy

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g.

"they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

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

Sentence level

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

Whole text level

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

Grammatical accuracy

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

Group and word level

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

Sentence level

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

Whole text level

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

understanding the rules for subject+verb+object sentence construction, for example, Saya tinggi. Saya makan nasi. Ayah masak nasi goreng.

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

using pronouns and adjectives of character and appearance to describe people and animals, for example, Ini bapak saya. Dia tinggi dan baik hati. Gajah itu marah.

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN4U02

using possessive word order to describe objects related to home, school and local environment, for example, Kota saya kecil.

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

using possessive word order to describe objects related to home, school and local environment, for example, Kota saya kecil.

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

using prepositions to describe position, for example, Ada monyet di atas meja; and prepositions dengan and untuk, for example, Jus ini untuk siapa? Untuk saya!

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN4U02

describing actions using base verbs, for example, tinggal, bangun, mandi, naik and ber verbs, for example, bermain, berjalan, bersepeda, berenang

Continuum extract

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

- identify and use verbal and non-verbal communication, recognising that these may have different

meanings for familiar cultural and linguistic groups

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

describing actions using base verbs, for example, tinggal, bangun, mandi, naik and ber verbs, for example, bermain, berjalan, bersepeda, berenang

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

using questions, for example, Siapa ...? Apa? Di mana? Berapa?

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

linking ideas using conjunctions, for example, dan, karena, tetapi, atau, dengan

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

locating events in time using adverbs, for example, hari ini, kemarin, besok, sudah, belum

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

recognising language features associated with texts such as sequencing phrases, for example, Pertama-tama ... lalu ... akhirnya ...

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

using ordinal numbers, for example, pertama, kedua, and using cardinal numbers in a range of contexts such as arithmetic or saying prices, for example, Saya anak ketiga di keluarga saya. Satu tambah dua sama dengan tiga. Harganya lima ribu rupiah.

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN4U02

exploring the connection between spelling convention and meaning in duplicated verbs expressing leisurely action, for example, comparing melihat with melihat-lihat ; berjalan with jalan-jalan

Continuum extract

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

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

Resource – WS01 - Rumah saya (My house)

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

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

AC9LIN4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LIN4U02

recognise Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts

Resource – WS02 - Makan apa (What are you eating?)

By the end of Year 4, students use Indonesian language to initiate structured interactions to share

information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

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

AC9LIN4C03

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

AC9LIN4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LIN4U02

recognise Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts

Resource – WS03 - Di mana ular biru? (Where is the blue snake?)

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

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

AC9LIN4C03

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LIN4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LIN4U02

recognise Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LIN4U03

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

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Elaborations

- recognising that Indonesian and English have the same punctuation rules, for example, using capital letters and full stops for
- recognising similarities and differences between Indonesian and English ways of showing politeness, for example, making requests and expressing gratitude, Tolong/Silahkan ..., Terima kasih. Boleh saya ...

- recognising how own influences expectations about Indonesian , for example, perceiving order as 'back to front' compared with English, wanting to use one for 'you'
- identifying examples of how Indonesian has influenced Australian English, for example, sarong, satay, batik, orangutan, nasi goreng
- noticing that Indonesian uses to change parts of speech, for example, kolam renang and berenang; sepeda and bersepeda; makan and makanan
- identifying and explaining expressions which do not easily into English, for example, Sudah mandi? Makan di warung. Selamat jalan.

Students learn to:

recognise familiar Indonesian language features and compare with those of English

(AC9LIN4U03)

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 .

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Growing Asia-Australia engagement

- Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN4U03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN4U03

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN4U03

recognising similarities and differences between Indonesian and English ways of showing politeness, for example, making requests and expressing gratitude, Tolong/Silahkan ..., Terima kasih. Boleh saya

...

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN4U03

recognising similarities and differences between Indonesian and English ways of showing politeness, for example, making requests and expressing gratitude, Tolong/Silahkan ..., Terima kasih. Boleh saya

...

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN4U03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN4U03

Continuum extract

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

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIN4U03

Continuum extract

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

- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN4U03

identifying and explaining expressions which do not easily translate into English, for example, Sudah mandi? Makan di warung. Selamat jalan.

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN4U03

identifying and explaining expressions which do not easily translate into English, for example, Sudah mandi? Makan di warung. Selamat jalan.

Continuum extract

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

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

AC9LIN4U04

identify connections between Indonesian and cultural practices

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Elaborations

- exploring the use of for terms of , for example, Bapak and Ibu, Kak Mira, Dik Sri, Mbak Wati and comparing with other
- exploring how differ between , for example, Indonesian people beckon with palm down and moving all fingers
- participating in associated with Indonesian practices, and applying appropriate etiquette such as waiting to be invited to eat, for example, Silahkan makan , and not eating or giving or receiving with left hand
- making connections between the of First Nations Australians from northern Australia and and in Indonesian such as the connection with food and cuisine, for example, susu, makan, sambal, semur , and making a wall display with images and labels
- exploring representations of information used in cultural expressions of First Nations Australians and making connections with those of Indonesian and , for example, discovering different regional used by First Nations groups to identify themselves such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and finding out if similar identification occurs in Indonesian-speaking cultural groups
- recognising that there are regional differences in and cultural practices throughout Indonesia
- comparing own 'family with that of peers and considering how family can impact on , offering reasons for similarities and differences, for example, comparing different ways birthdays are celebrated
- discussing the connection between and naming systems, for example, Balinese birth order for names, or Javanese ending i for girl names – Dini, Sari and o for boy names – Joko, Budiono
- understanding that facial expressions can vary across and that the same expression can various emotions, for example, in Indonesia smiling may also reflect confusion, shyness or embarrassment, and eye-contact may be perceived as confrontational
- showing awareness that carries cultural ideas, for example, upacara compared with assembly, padi/beras/nasi compared with cooked/uncooked rice, and kaki lima, becak, warung and congklak , which have no equivalent in English
- noticing how their Indonesian learning has enriched their understanding of 'untranslatable terms', for example, using becak in English conversation
- identifying traits and in Indonesian stories, for example, Kancil stories feature animals native to Indonesia, and comparing these with familiar Australian stories such as Diary of a Wombat, Bawang Putih dan Bawang Merah
- discussing how Australian terms and expressions might be understood from an Indonesian , for example, 'bushwalking', 'kick a footy', 'No worries!' or 'BBQing'

Students learn to:

Identify connections between Indonesian language and cultural practices

(AC9LIN4U04)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

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.

Growing Asia-Australia engagement

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

Culture

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Knowing Asia and its diversity

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Snapshot – Communicate responsively

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

Content description

AC9LIN4U04

Continuum extract

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

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIN4U04

Continuum extract

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

- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Communicate responsively

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

Content description

AC9LIN4U04

exploring the use of kinship words for terms of address, for example, Bapak and Ibu, Kak Mira, Dik Sri, Mbak Wati and comparing with other cultures

Continuum extract

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

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIN4U04

exploring the use of kinship words for terms of address, for example, Bapak and Ibu, Kak Mira, Dik Sri, Mbak Wati and comparing with other cultures

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Snapshot – Communicate responsively

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

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AC9LIN4U04

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participating in interactions associated with Indonesian practices, and applying appropriate etiquette such as waiting to be invited to eat, for example, Silahkan makan , and not eating or giving or receiving with left hand

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making connections between the languages of First Nations Australians from northern Australia and words and phrases in Indonesian such as the connection with food and cuisine, for example, susu, makan, sambal, semur , and making a wall display with images and labels

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discussing the connection between culture and naming systems, for example, Balinese birth order for names, or Javanese ending i for girl names – Dini, Sari and o for boy names – Joko, Budiono

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showing awareness that language carries cultural ideas, for example, upacara compared with assembly, padi/beras/nasi compared with cooked/uncooked rice, and kaki lima, becak, warung and congklak, which have no equivalent in English

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noticing how their Indonesian language learning has enriched their understanding of 'untranslatable terms', for example, using becak in English language conversation

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identifying character traits and values in Indonesian stories, for example, Kancil stories feature animals native to Indonesia, and comparing these with familiar Australian stories such as Diary of a Wombat, Bawang Putih dan Bawang Merah

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