(no-code)

with others using to information in familiar about self and personal world

•

•

Elaborations

• using and responding to greetings depending on the time of day, for example, ■■■■■■■■■■■■■■■■■, with appropriate titles and terms of such as ■■■ or Simon■■, and such as bowing to show respect

• introducing themselves ■■■■■■■, using culturally appropriate expressions and ■■■■■■■■■■■■■■, with bowing and appropriate eye contact

• exchanging information about daily or leisure or events via face-to-face or online modes of such as blogs or digital conversations, and comparing experiences with those of Japanese-speaking peers, using cohesive devices such as when sequencing or elaborating, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■ or ■■■■■■■■■■■■■■■■■■■■■■■■■■

• with others to express likes and dislikes, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■…■■■■■■■■■■■■■■■, and sharing and requesting information about health and feelings, for example, ■■■■■■■■■■■■■■■ ■■■■■■■■■■■■■■■■■ ■■■■■■■

• communicating in culturally appropriate ways, for example, using basic interjections such as ■■■■■, giving and receiving items with and , for example, ■■■■■■■■■■■■■■

• sharing information about aspects of their personal worlds, for example, imparting information about friends, family, pets, teachers, school and interests using descriptive expressions such as ■ ■■■■■■■■■■■■■■■■■■■■■

• engaging in simple written with others, for example, sharing greeting cards and messages based on expressions ■■

Students learn to:

interact with others using modelled language to exchange information in familiar co and personal world

(AC9LJ8EC01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LJ8EC01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC01

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

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

Content description

AC9LJ8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering
their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Japanese language resource

Japanese

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

AC9LJ8EC02

develop to in , routines, tasks and responsibilities related to classroom and interests

-
-

Elaborations

• following instructions to complete an or to get organised, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■

• using expressions to ask for clarification about the meaning of , or to express misunderstanding,
for example, ■■or request permission, for example, ■■■■
■■■■■■■■■■■, to apologise for lateness or interrupting, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■and to
borrow classroom objects, for example, ■■■■■■■■ ■■■■■■■■■■■■■■■■■■■

• using appropriate and behaviour when giving and receiving classroom objects, for example,
■■■■■■■■■■■■■■■■■■

• using set , expressions and appropriate for regular classroom routines such as opening and closing
lessons and responding to roll call, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■

• praising, complimenting and encouraging others, for example,
■■

Students learn to:

develop language to interact in exchanges, routines, tasks and responsibilities relat
and interests

(AC9LJ8EC02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LJ8EC02

Learning progression extract

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

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

- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

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AC9LJ8EC03

in non-verbal, spoken and written with peers to organise relating to daily life and school environment

•

•

Elaborations

• working collaboratively to displays, presentations or to showcase their Japanese learning for family, friends and school community
• following instructions, for example, following a basic recipe to make ■■■■■■■■■■■■■■■■■■ or making origami with others
• making arrangements using related to place, time and , for example, ■■■■■■■■■■■■■■, and accepting or declining invitations, ■■■■■■■■■ … ■■■■■■■
• participating in scenarios that involve planning, for example, ordering and purchasing goods, such as food and drink, using , for example, ■■■
• participating in class (, board, electronic games, etc.) using set in Japanese, for example, ■■■■
■■ ■■■■■■■■■■
• organising for other students or a buddy class that may assist with learning Japanese, for example, teaching a song with actions or playing a game

Students learn to:

engage in modelled non-verbal, spoken and written exchanges with peers to organi relating to daily life and school environment

(AC9LJ8EC03)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication
• Collaboration

Elaborations

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

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LJ8EC03

Learning progression extract

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

• 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

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• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LJ8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Continuum extract

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

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• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9LJ8EC04

locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and

•
•
•

Elaborations

• identifying key information and facts such as names of people and places, times and in familiar , including conversations, advertisements, profiles and simple (using such as manga, anime, folk tales, etc.)
• obtaining and organising specific information from a range of everyday Japanese (emails, menus, reports, maps, timetables, etc.) and responding in Japanese, for example, accessing a simple weather forecast, and using this information when a message to a friend to go somewhere ■■■■■■■■■■■■■■■■■■■■■
• using to gather, classify and summarise results of class surveys or interviews on topics (students' likes, interests, family, neighbourhood, , habits, etc.) and presenting findings in chosen formats, for example, ■■

• to, or viewing First Nations Australian stories and responding to them in spoken or written Japanese
• responding to structured stimulus about , places, events or effects in imaginative (stories, films, anime, etc.) using and expressions to express reactions, for example, ■■■
• and viewing (anime, manga, video clips, lyrics of J-pop, etc.) and responding to about , lyrics or events, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■ or recreating elements using a storyboard, timeline or original
• identifying common themes, key messages, , or issues in Japanese , such as the moral of a story or folk tale, and noticing concepts that may be similar or different across , for example, ■■■■■, working hard, consideration of others and humility

Students learn to:

locate and process information and ideas in familiar spoken, written and multimoda responding in ways appropriate to cultural context, purpose and audience

(AC9LJ8EC04)

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

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

Investigating

• Locate information

People

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJ8EC04

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LJ8EC04

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

• identifies language used to create tone or atmosphere
• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
• uses a range of context and grammatical cues to understand unfamiliar words
• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers
• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LJ8EC04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• responds to moderately complex texts (see Text complexity)

• responds to texts with unfamiliar content
• identifies main ideas of a spoken text using supporting details
• identifies purpose and intended audience of a spoken text
• infers layered meaning from texts (e.g. musical overlay that creates mood)
• asks relevant questions to extend understanding
• describes language and audio features of the text
• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience
• responds to highly complex texts (see Text complexity)
• identifies and paraphrases key points of a speaker's arguments
• describes how listening skills should be applied, according to purpose
• evaluates strategies used by the speaker to elicit emotional responses
• explains any shift in direction, line of argument or purpose made by the speaker
• adopts and re-uses complex abstractions heard in texts
• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJ8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJ8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJ8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9LJ8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
• locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria
• locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJ8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJ8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ8EC04

Continuum extract

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

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

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

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

AC9LJ8EC05

develop and begin to apply strategies to interpret, and meaning in Japanese in familiar

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Elaborations

• and expressions that do not easily into English and brainstorming why this may be the , for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■

• learning to use dictionaries and electronic tools to identify issues such as multiple meanings of and the need to consider

• developing lists, rule charts or personal mnemonic devices to recall, and interpret information

• recognising it is not only that can be translated, but also non-verbal , , behaviour and

• understanding cultural differences relating to social and communicative behaviours such as use of personal space and ; being aware that meaning is not always through , but can be through various means

• aspects of spoken Japanese for others using a range of resources, for example, providing an English commentary on a Japanese item at a class, school or community event, assembly or parent evening, explaining culturally significant expressions and

Students learn to:

develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts

(AC9LJ8EC05)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

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

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems
Reflecting on culture and cultural diversity
• Explore the influence of cultures on interactions
Navigating intercultural contexts
• Adapt in intercultural exchanges
Reflecting on culture and cultural diversity
• Explore the influence of cultures on interactions
Navigating intercultural contexts
• Adapt in intercultural exchanges
Navigating intercultural contexts
• Adapt in intercultural exchanges
Resources
Work Samples

WS04 - Demonstrating and analysing Kaurna and Japanese languages

WS05 - ■■■ ■■■■■ (Welcome to Tottori prefecture)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ8EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LJ8EC05
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
Comprehension
• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources

• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)

• identifies different interpretations of the text citing evidence from a text

• evaluates language features for relevance to purpose and audience

• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

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

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

• uses a range of context and grammatical cues to understand unfamiliar words

• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LJ8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LJ8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and

understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LJ8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Resource – WS04 - Demonstrating and analysing Kaurna and Japanese languages

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

AC9LJ8EC05

develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts

AC9LJ8EC06

create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji

AC9LJ8EU01

recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LJ8EU03

compare Japanese language structures and features with English, using familiar metalanguage

AC9LJ8EU04

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

Resource – WS05 - ■■■ ■■■■■ (Welcome to Tottori prefecture)

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

AC9LJ8EC05

develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts

AC9LJ8EC06

create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji

AC9LJ8EU01

recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LJ8EU04

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

AC9LJ8EC06

spoken, written and , informative and imaginative for familiar and using appropriate vocabulary, expressions, grammatical structures and some textual , and hiragana and katakana with support of the chart and some familiar kanji

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-
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Elaborations
• creating imaginative (written, , role-play, digital clip, photo montage, etc.) across a variety of modes to others, for example, a comic strip based on an imaginative routine, a story on a folktale or fable, a commercial about new product
• creating and illustrating informative and/or imaginative , for example, creating labels to post around the school, story books, posters, captions, and subtitles
• working collaboratively to a skit or role-play for a specific and , for example, a glimpse into a week in the life of a teenager living in Australia for potential student groups, or recycling in Japan compared with Australia for the school community's Environment Week events
• creating a print or digital poster in Japanese to promote travel to a significant cultural location on a First Nations , including what to see and do
• understanding textual of familiar types of such as ■■■, emails, conversations, speeches,

advertisements, stories and songs, and how they are typically constructed, for example, considering the use of particular layouts, visual images and grammatical features in advertisements, manga or brochures

• using a range of familiar textual structures and features to suit the , and , for example, a simple email or letter to a host family using polite form, set expressions, paragraphs, and salutations

• using a range of grammatical structures when creating such as ■■■■■■■■■■■■■■■■■■■■■■■■■ and appropriate punctuation, for example, full stops (■) and commas (■)

• creating informative using print or , for example, reporting on events and through a personal blog, digital post, formal speech, diagrams, charts or illustrated schedules ■■■

• understanding how to textual using elements such as paragraphing or to sequence and link ideas and maintain the flow of expression, for example, ■■■■■■■■■■■■■

• creating using hiragana and katakana, with charts and resources as support, with some kanji for numbers, days of the week and high-frequency , and , such as ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■

Students learn to:

create spoken, written and multimodal, informative and imaginative texts for familia purposes using appropriate vocabulary, expressions, grammatical structures and s conventions, and hiragana and katakana with support of the chart and some familia

(AC9LJ8EC06)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Create, communicate and collaborate

Speaking and listening

• Speaking

Writing

• Creating texts
• Creating texts

Social management

• Communication

Elaborations

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

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Social management

• Communication

Social management

• Communication
• Collaboration

Futures

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

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

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Analysing

• Interpret concepts and problems

Generating

• Create possibilities

Resources

Work Samples

WS01 - ■■■■■■■■■(Obento project)

WS02 - ■■■■■■■ (My daily routine)

WS03 - ■■■■■■■■ (Magical creature story)

Snapshot – Create, communicate and collaborate

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

Content description

AC9LJ8EC06

Continuum extract

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

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LJ8EC06

Learning progression extract

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

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas

• organises more complex ideas or concepts logically, selecting details to accentuate key points

• speaks audibly and coherently to a less familiar audience for a sustained period

• shows increasing awareness of audience by moderating length, content and delivery of spoken texts

• adjusts register according to purpose and audience

• does research to prepare spoken texts

• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

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

• uses language creatively (e.g. "the moon shines bravely")

• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")

• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")

• consistently uses a range of synonyms to add variety and precision to spoken text

• uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

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

Vocabulary

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

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
• includes a range of alternative viewpoints in spoken texts, where appropriate
• controls and manipulates a sophisticated range of language features to affect the audience
• uses a range of rhetorical devices and humour to engage an audience
• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LJ8EC06

Learning progression extract

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

Crafting ideas

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

Text forms and features

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

Vocabulary

• uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")

• uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities

• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)

• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)

• uses evidence and references

• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience

• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

• uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LJ8EC06

Learning progression extract

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

Crafting ideas

• creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)

• selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)

• uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)

• uses actions and events to develop the character

• orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)

• creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

• uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms

• includes salient visual and audio features to enhance the text

• intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")

• selects a point of view appropriate to the purpose and audience

• uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

• uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")

• uses words to create imagery (e.g. "the wind whistled and swirled around her")

• uses vocabulary to evoke humour (e.g. pun)

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)

• includes relevant, rich, evocative description

• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere

• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)

• generates, selects and crafts ideas to support a theme

• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)

• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)

• includes visual and audio resources to evoke mood or atmosphere of text

• varies sentence structure for effect (see Grammar)

Vocabulary

• uses words that create connotations (e.g. "startled", "dismayed")

• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

• creates sustained texts that develop more abstract themes or concepts in imaginative ways

• uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)

• develops an imaginative text around a theme or social issue

Text forms and features

• uses stylistic features for effect (e.g. narrates from an omniscient point of view)

• uses recurring imagery for cohesion

• uses language to create humour (e.g. irony, satire)

• uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

• uses vocabulary for precision (e.g. "shrouded" for "covered")

• uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

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

Content description

AC9LJ8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LJ8EC06

Continuum extract

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

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

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

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC06

Continuum extract

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

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC06

Continuum extract

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

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC06

Continuum extract

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

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

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

Content description

AC9LJ8EC06

Continuum extract

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

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LJ8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Resource – WS01 - ■■■■■■■■■(Obento project)

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

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AC9LJ8EC06

create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji

AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LJ8EU03

compare Japanese language structures and features with English, using familiar metalanguage

AC9LJ8EU04

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

Resource – WS02 - ■■■■■■■ (My daily routine)

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

AC9LJ8EC06

create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji

AC9LJ8EU01

recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LJ8EU04

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

Resource – WS03 - ■■■■■■■■ (Magical creature story)

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some

familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

AC9LJ8EC06

create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji

AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LJ8EU01

recognise and use features of the Japanese sound system, including , , , and , and demonstrate understanding of how these are represented in familiar

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•

Elaborations

• pronouncing hiragana and katakana sounds, including voiced and unvoiced forms and all combined sounds (and)

• recognising that in the copula ■■, and the ■■, the 'u' is devoiced in normal speech

• understanding the system of Japanese sound combinations: Japanese has 5 ; a can be attached to all except ■, and the basic unit of sound of Japanese is mora

• understanding that the sounds of hiragana and katakana are identical even though the associated are different

• using available combinations of katakana to experiment with the Japanese of , for example, ■■■■■ ■■■■■■■

• becoming familiar with the of Japanese, recognising the concept of the 'foot' ■■■ as the minimum unit of , and that one foot in Japanese consists of 2 moras, for example, ■■■■■■ is pronounced as a 3-foot

• recognising the relationship between , pacing and meaning, and using appropriate patterns for familiar to exclaim, make statements or ask , for example, demonstrating in a aloud

• applying knowledge of the sounds of Japanese by using a keyboard with romaji input to type and short paragraphs selecting hiragana, katakana or kanji appropriate to

Students learn to:

recognise and use features of the Japanese sound system, including pitch, rhythm, pronunciation and intonation, and demonstrate understanding of how these are rep contexts

(AC9LJ8EU01)

General capabilities and cross-curriculum priorities

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

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
Analysing
- Interpret concepts and problems
Analysing
- Interpret concepts and problems
Social management
- Communication
Analysing
- Interpret concepts and problems
Creating and exchanging
- Create, communicate and collaborate
Resources
Work Samples

WS02 - ■■■■■■■ (My daily routine)

WS04 - Demonstrating and analysing Kaurna and Japanese languages

WS05 - ■■■ ■■■■■ (Welcome to Tottori prefecture)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LJ8EU01

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex

connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

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

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU01

Continuum extract

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU01

Continuum extract

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EU01

Continuum extract

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

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

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

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Create, communicate and collaborate

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

Content description

AC9LJ8EU01

Continuum extract

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

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Resource – Japanese language resource

Japanese

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

• Part 1 – language features and structures

• Part 2 – thematic contexts for language use.

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

Resource – WS02 - ■■■■■■■ (My daily routine)

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

AC9LJ8EC06

create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji

AC9LJ8EU01

recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LJ8EU04

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

Resource – WS04 - Demonstrating and analysing Kaurna and Japanese languages

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

AC9LJ8EC05

develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts

AC9LJ8EC06

create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji

AC9LJ8EU01

recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LJ8EU03

compare Japanese language structures and features with English, using familiar metalanguage

AC9LJ8EU04

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

Resource – WS05 - ■■■ ■■■■■ (Welcome to Tottori prefecture)

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

AC9LJ8EC05

develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts

AC9LJ8EC06

create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji

AC9LJ8EU01

recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LJ8EU04

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and systems to understand and spoken, written and

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Elaborations

• understanding the origins of Japanese (kanji from China; hiragana was formed by simplifying the form of kanji, while katakana was formed using a part of kanji) and that modern Japanese uses all 3 depending on origins and

• understanding and using a range of particles to perform different functions, including sentence-ending particles such as ■ and ■

• understanding that each individual kanji represents meaning as well as sound, for example, ■ ('sun', 'day'), and that some kanji come from pictographs, for example, ■

• understanding how to use ■ and ■ in the present and past , positive and negative, in basic , for example, ■■■■■■■■■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■■

• understanding the use of furigana as a tool to support , and romaji to type in Japanese

• understanding and using basic Japanese punctuation marks such as a ■■ (■)■■■ (■), katakana mark (■), and basic involved when using ■■■■■■■

• applying the principles of basic stroke order to all kana and high-frequency kanji such as numbers, days of the week, family members, and basic and

• and all hiragana and katakana including voiced, contracted and sounds; understanding the systematic nature of the kana chart and Japanese to support learning

• using basic types of structures in Japanese, understanding that order of is flexible as long as particle use is correct, and end with a /copula: ■ ■■■, ■ ■■■, ■ object/place ■■■ ■■

• using a range of familiar in the present and past , including both positive and negative, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■

• creating , flow and adding detail by using ■■■■■■■■■■■■, ■■■■■■■■■■■■■ and linking and ■■■■■■■■

• counting from 1–100 and using some basic Japanese counters such as ■■■■■■■

Students learn to:

develop knowledge of, and use structures and features of the Japanese grammatica systems to understand and create spoken, written and multimodal texts

(AC9LJ8EU02)

General capabilities and cross-curriculum priorities

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

Writing

• Grammar

Social management

• Communication

Elaborations

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

Analysing

• Interpret concepts and problems

Social management

• Communication

Analysing

• Interpret concepts and problems

Social management

• Communication

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Social management

• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication
Analysing
• Interpret concepts and problems
Social management
• Communication
Resources
Work Samples

WS01 - ■■■■■■■■■(Obento project)

WS02 - ■■■■■■■ (My daily routine)

WS03 - ■■■■■■■■ (Magical creature story)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LJ8EU02

Learning progression extract

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

Grammatical accuracy

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

Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")

• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect

• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

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

Grammatical accuracy

• writes well-structured texts, rarely making grammatical errors

Group and word level

• presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")

- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

Sentence level

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

Whole text level

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU02

Continuum extract

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- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EU02

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EU02

Continuum extract

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• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU02

Continuum extract

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – WS01 - ■■■■■■■■■■(Obento project)

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

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AC9LJ8EC06

create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji

AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LJ8EU03

compare Japanese language structures and features with English, using familiar metalanguage

AC9LJ8EU04

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values
Resource – WS03 - ■■■■■■■■ (Magical creature story)

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

AC9LJ8EC06

create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji
AC9LJ8EU02

develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LJ8EU03

compare Japanese and features with English, using familiar

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Elaborations

• identifying similarities and differences in Japanese and English systems, grammatical rules or the use of elements such as , particles and absence of

• developing for communicating about and structures, using terms such as , , , and , and cross-referencing with knowledge of English and parts of speech

• identifying of Japanese origin used in English, for example, judo, karaoke, karate, obento, tempura, and recognising how they may be expressed in Japanese compared with English

• recognising the use of borrowed in Japanese from other such as English, French, Dutch and Portuguese, for example, ■■■■■■■■■■■■■■■■■■■ and noting how these are pronounced by Japanese speakers

Students learn to:

compare Japanese language structures and features with English, using familiar me

(AC9LJ8EU03)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

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

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

Understanding Asia's global significance

• The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

Engaging with cultural and linguistic diversity

• Communicate responsively

Knowing Asia and its diversity

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

Resources

Work Samples

WS01 - ■■■■■■■■■(Obento project)

WS04 - Demonstrating and analysing Kaurna and Japanese languages

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LJ8EU03

Continuum extract

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

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

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communicate responsively

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

Content description

AC9LJ8EU03

Continuum extract

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

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

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

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Communicate responsively

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

Content description

AC9LJ8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering
their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Communicate responsively

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

Content description

AC9LJ8EU03

Continuum extract

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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communicate responsively

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

Content description

AC9LJ8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

AC9LJ8EU04

recognise how is shaped by (s), (s), , and
•
•

Elaborations

• learning about and that are important in Japanese society and that contribute to , such as maintaining harmony and a sense of collective wellbeing, avoiding conflict and expressing well wishes, and how these are reflected through and behaviours
• exploring their own , and recognising elements of that may be important across all , for example, recognising through family, community, location, , religion, age, gender and how use and can have an impact
• identifying and explaining that require cultural knowledge in order to be understood in , for example, understanding ■■■■■■■■■■■■■■■■■■■■■■ and that the , ■■■■■■■■is a genuine health enquiry rather than a greeting
• recognising how First Nations Australians' connections to social and physical environments can be compared with Japanese-speaking peoples' connections to nature and respect for the natural environment
• considering how the Japanese (certain) reflects traditional practices and , for example, thinking about that is associated with family life and work, ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■
• understanding that the Japanese has many ways of expressing such as consideration and respect, for example, ■■■■■■■■■■■■■■ ■■■■ ■■■■■■ ■■■■■■■■ and using indirect forms of refusal and softening responses, for example, ■■■■ … ■■■■ …
• understanding variation based on age, relationship, and the level of familiarity between participants, for example, ■■■■ versus ■■■■■ versus ■■■■■■, use of ■ and ■, avoiding ■■■ when showing politeness
• preparing a personal profile to with Japanese-speaking students, showing cultural background, what is important to them, and interests using images, captions and symbols, and reflect on possible differences and similarities between them and Japanese students
• researching elements of Japanese , , and identifying , noticing similarities, and commenting on what is new or surprising
Students learn to:

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and va

(AC9LJ8EU04)

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Elaborations

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

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

Social awareness

• Empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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.

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

• Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Navigating intercultural contexts

• Consider responses to intercultural contexts

Social awareness

• Empathy

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.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Knowing Asia and its diversity

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

Resources

Work Samples

WS01 - ■■■■■■■■■(Obento project)

WS02 - ■■■■■■■ (My daily routine)

WS04 - Demonstrating and analysing Kaurna and Japanese languages

Snapshot – Develop multiple perspectives

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

Content description

AC9LJ8EU04

Continuum extract

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

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LJ8EU04

Continuum extract

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

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

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

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LJ8EU04

Continuum extract

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

• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness

• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

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

Content description

AC9LJ8EU04

Continuum extract

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

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LJ8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LJ8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LJ8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LJ8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of

identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and
identities, including their own

Snapshot – Reflect on the relationship between cultures and identities

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Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LJ8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify
opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying
opportunities to show respect for cultural traditions
• analyse the influence of culture on interactions within and across cultural and linguistic groups,
developing opportunities for exchange and collaboration

Snapshot – Develop multiple perspectives

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

Content description

AC9LJ8EU04

Continuum extract

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

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts

Content description

AC9LJ8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how intercultural experiences affect what they learn about relationship-building and interactions
• analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LJ8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

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

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LJ8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of

identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

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