

**(no-code)**

**and in familiar related to students' personal worlds and school environment**

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## Elaborations

- initiating conversations, commencing with a greeting and enquiry about wellbeing and current or past or news, for example, **नमस्ते! आप कैसे हैं? आपका काम कैसा चल रहा है? आपकी पढ़ाई कैसी है?**
- developing conversation skills such as staying on topic, requesting more information, recognising or using interjections, for example, **आपका नाम क्या है? आप कहाँ से हैं? आपकी पढ़ाई कैसी है? आपका काम कैसा चल रहा है? आपकी पढ़ाई कैसी है?**
- comparing personal experiences, preferences and opinions and expressing agreement or disagreement in a respectful manner, for example, **आपका नाम क्या है? आप कहाँ से हैं? आपकी पढ़ाई कैसी है? आपका काम कैसा चल रहा है? आपकी पढ़ाई कैसी है?**
- using some colloquial expressions and , to enhance when describing people, places or experiences or to express feelings, for example, **आपका नाम क्या है? आप कहाँ से हैं? आपकी पढ़ाई कैसी है? आपका काम कैसा चल रहा है? आपकी पढ़ाई कैसी है?**
- discussing with peers, the experience of communicating in Hindi in the classroom compared with at home or in the community, for example, **आपका नाम क्या है? आप कहाँ से हैं? आपकी पढ़ाई कैसी है? आपका काम कैसा चल रहा है? आपकी पढ़ाई कैसी है?**
- requesting information using a range of interrogatives and open-ended to elicit further details and clarify points, for example, **आपका नाम क्या है? आप कहाँ से हैं? आपकी पढ़ाई कैसी है? आपका काम कैसा चल रहा है? आपकी पढ़ाई कैसी है?**
- participating in secure online such as video calls with sister-schools in India, to describe and compare routines, interests and , and sharing experiences of learning Hindi in Australia, for example, **आपका नाम क्या है? आप कहाँ से हैं? आपकी पढ़ाई कैसी है? आपका काम कैसा चल रहा है? आपकी पढ़ाई कैसी है?**
- asking for, giving and following instructions, directions and giving feedback in a variety of situations, varying to suit formal or informal situations, for example, **आपका नाम क्या है? आप कहाँ से हैं? आपकी पढ़ाई कैसी है? आपका काम कैसा चल रहा है? आपकी पढ़ाई कैसी है?**
- requesting assistance or clarification from peers and teachers, checking on each other's progress and indicating understanding, for example, **आपका नाम क्या है? आप कहाँ से हैं? आपकी पढ़ाई कैसी है? आपका काम कैसा चल रहा है? आपकी पढ़ाई कैसी है?**
- exchanging written such as emails, secure chat, messages or when working on shared class tasks or documents, for example, **आपका नाम क्या है? आप कहाँ से हैं? आपकी पढ़ाई कैसी है? आपका काम कैसा चल रहा है? आपकी पढ़ाई कैसी है?**

Students learn to:

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

(AC9LH6C01)

## General capabilities and cross-curriculum priorities

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

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Speaking and listening

- Interacting

## Elaborations

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

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Social management

- Communication

## Engaging with cultural and linguistic diversity

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

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

- Communicate responsively

### **Social management**

- Communication

### **Managing and operating**

- Protect content

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

- Communicate responsively

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

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

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### **Social management**

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### **Resources**

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

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

#### **Content description**

AC9LH6C01

#### **Continuum extract**

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

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

#### **Snapshot – Interacting**

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

#### **Content description**

AC9LH6C01

#### **Learning progression extract**

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

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

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

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

#### **Content description**

AC9LH6C01

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#### **Snapshot – Communication**

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

#### **Content description**

AC9LH6C01

#### **Continuum extract**

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

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

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AC9LH6C01

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## **Snapshot – Protect content**

### **Digital Literacy: Managing and operating: Protect content**

#### **Content description**

AC9LH6C01

#### **Continuum extract**

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

- save and access content in shared folders using their individual school account
- protect content when sharing with peers and trusted adults by setting appropriate access controls
- protect content when sharing by selecting appropriate access controls for individuals and shared links for wider groups

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LH6C01

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

## **responsively**

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AC9LH6C01

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### **Resource – Hindi language resource**

## **Hindi**

### **Language support resource**

The Hindi Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Hindi. It is optional and includes

- working together to solve puzzles, riddles or follow directions to real or imagined locations, using to access mapping applications, for example, **■■■ ■■ ■■■■■, ■■■■ ■■■■ ■■■■ ■■ ■■ ■■■■**



- reflecting on the of working together to plan and execute an event or and what they would do differently next time, for example, ■■■■ ■■■ ■■■ ■■■■■ ■■ ■■■■ ■■■■ ■■■■■■■■■■..., ■■■■ ■■■■■■■■■■ ■■■■■ ■■■■ ■■■■ ■■■..

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

## General capabilities and cross-curriculum priorities

## Speaking and listening

- ## Social management

- ## Elaborations

## Social management

- ## Social management

- ## Social management

- ## Social management

- ## Social management

- ## Social management

- ## Social management

- ## Creating and exchanging

- ## Social management

- ## Social management

- ## Resources

## Literacy: Speaking and listening: Interacting

AC9LH6C02

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

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
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- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

#### **Snapshot – Communication**

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

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AC9LH6C02

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#### **Snapshot – Collaboration**

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

#### **Content description**

AC9LH6C02

#### **Continuum extract**

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

#### **Snapshot – Communication**

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

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AC9LH6C02

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### **Snapshot – Plan**

#### **Digital Literacy: Creating and exchanging: Plan**

##### **Content description**

AC9LH6C02

##### **Continuum extract**

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

- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects

### **Snapshot – Collaboration**

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## AC9LH6C03

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

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### Elaborations

- collecting facts, figures and vocabulary from printed and digital , and using them to prepare an in-class discussion about topics such as healthy lifestyle or caring for the environment
- collecting information from peers, community members or relatives to an overview of selected trends, preferred modes of or social behaviours and comparing responses with their own thoughts on similar issues, for example, ■■■ ■■ ■■■■■ ■■ ■■ ■■■ ■■■■■ ■■■■■ ■■■■■ ■■■? ■■■■■ ■■ ■■■■■ ■■■■■ ■■■ ■■■■■ ■■■■ ■■?
- to or watching a report or announcement, such as a weekend weather forecast or program of events for a festival or sports match, and a message to a family member or friend to ask them to participate, for example, ■■■■■■■ ■■ ■■■ ■■■, ■■■■ ■■ ■■■■■■■■■ ■■ ■■■■■? , ■■■ ■■ ■ ■■■ ■■■■■■■■■ ■■■■ ■■ ■■■■■■■■■ ■■■■■
- to or viewing First Nations Australian stories in English and responding to them using , expressions and in Hindi
- viewing and comparing information accessed via videos, books and websites that reflect lifestyles in Hindi-speaking communities in different regions, for example, Fiji, Mauritius or Trinidad, and presenting information in new ways, such as a digital display or a spoken, print or visual presentation to suit a specific
- comparing, describing and illustrating favourite comic book , superheroes and events and identifying or behaviours they associate with them, for example, ■■■■ ■■■■■ ■■ ■■■■; ■■■■■■ ■■ ■■■■■; ■■■■■ ■■ ■■■■; ■■■■-■■■■ ■■ ■■■■■■■, ■■■■ ■■■■■ ■■ ■■■■■■■ ■■■■■■■■■■■ ■■ ■■ ■■■ ■■■■■ ■■■■ ■■ " ■■ ■■■■ ■■■■■ ■■ ■■■ ■■■, ■■ ■■ ■■■"
- discussing messages, morals and traits featured in fables, songs and stories, for example, ■■■■■■■ ■■ ■■ ■■■ ■■■■ ■■■ ■■■ ■■■■■ ■■ ■■■■ ■■ ■■■■ ■■■■■ ■■ ■■■■ ■■■, and incorporating into own imaginat
- locating information about the school and surrounding area, and incorporating the facts in a persuasive advertisement to attract visitors or new students, for example, ■■ ■■■■■■■ ■■ ■■■■■■■-■■■■ ■■, ■■ ■■■■■ ■■ ■■■■ ■■■■ ■■ ■■■■■ ■■■ ■■■■
- using to survey and compile information about others' interests and preferences, for example, favourite things, leisure , pets, (s) spoken and presenting findings in a range of formats such as mind maps, graphs, diagrams, oral presentation
- or to a short about a holiday destination or a location for an event or camp, and deciding as a class or in groups a list of what to bring or pack, categorising items in order of priority and justifying their reasons, for example, ■■■■ ■■■ ■■■■, ■■■■■ ■■■■ ■■■ ■■ ■■■■■ ■■ ■■■■ ...

Students learn to:

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

(AC9LH6C03)

### General capabilities and cross-curriculum priorities

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

#### Inquiring

- Identify, process and evaluate information

#### Reading and viewing

- Understanding texts

#### Speaking and listening

- Listening

#### Elaborations

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

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

### **Inquiring**

- Identify, process and evaluate information

### **Systems**

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **People**

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

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Social management**

- Communication

### **Inquiring**

- Identify, process and evaluate information

### **Social management**

- Communication

### **Inquiring**

- Identify, process and evaluate information

### **Investigating**

- Acquire and collate data

### **Inquiring**

- Identify, process and evaluate information

### **Social management**

- Collaboration

### **Resources**

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

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

#### **Content description**

AC9LH6C03

#### **Continuum extract**

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

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

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9LH6C03

## Learning progression extract

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

### Comprehension

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

### Processes

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

### Vocabulary

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

### Comprehension

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

### Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g.



recognises that the beginning of a persuasive text may introduce the topic and the line of argument)

- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

## **Snapshot – Listening**

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

#### **Content description**

AC9LH6C03

#### **Learning progression extract**

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

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")

- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

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

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

##### **Content description**

AC9LH6C03

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LH6C03

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LH6C03

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

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

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

#### **Content description**

AC9LH6C03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LH6C03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LH6C03

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LH6C03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LH6C03

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LH6C03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LH6C03

#### **Continuum extract**

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

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

## **Snapshot – Acquire and collate data**

### **Digital Literacy: Investigating: Acquire and collate data**

## Content description

AC9LH6C03

### Continuum extract

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

- collect and access data using a range of digital tools and methods in response to a defined question
- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9LH6C03

### Continuum extract

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

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

## Snapshot – Collaboration

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

## Content description

AC9LH6C03

### Continuum extract

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

## AC9LH6C04

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

- 
- 

### Elaborations

- knowing that meaning is shaped not only by but also by expression, and use of and , and that these variations occur in both formal and informal
- learning to use print dictionaries and online translators to work out the meaning of unfamiliar or , and determining the reliability of these aides to accurately information
- explaining Hindi , proverbs, or expressions that they find challenging or humorous to explain to non-Hindi-speakers, for example, ■■■ ■■■ ■■■■ ■■■ ■■■ ■■■, ■■■ ■■ ■■■ ■■■■■■■ ■■■■ ■■■
- distinguishing between spoken and written forms of Hindi, identifying examples of colloquialisms, and expressions used mainly in spoken conversation, for example, the non-standard ■■■■ ■■ in place of the formal Hindi ■■■■ or the use of ■■■■ ... at the beginning of spoken utterances
- translating such as signs, menu items or public announcements from Hindi to English, and vice versa, comparing the they suggest the closest equivalent meaning
- contributing to a class dictionary, wall or bank of Hindi , expressions or collected during travel

around Australia or overseas, noticing trends and emergence of new or 'Hinglish' terms

- identifying Hindi or expressions that have embedded cultural meanings and considering Australian English and expressions that may be misunderstood by Hindi speakers such as 'bring a plate', 'no worries', 'mate', 'dog's breakfast', placing findings in a Venn diagram or chart

Students learn to:

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

(AC9LH6C04)

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

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

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **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 .

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Investigating**

- Interpret data

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

#### **Resources**

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

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

#### **Content description**

AC9LH6C04

#### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

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

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9LH6C04

#### **Learning progression extract**

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

#### **Comprehension**

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

#### **Processes**

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

#### **Vocabulary**

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

#### **Comprehension**

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

#### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a

narrative, drawing on understanding of the textual features in the previous chapters)

- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

## **Snapshot – Listening**

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

#### **Content description**

AC9LH6C04

#### **Learning progression extract**

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



- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

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

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

#### **Content description**

AC9LH6C04

#### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

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

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

#### **Content description**

AC9LH6C04

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## **Snapshot – Interpret data**

### **Digital Literacy: Investigating: Interpret data**

#### **Content description**

AC9LH6C04

#### **Continuum extract**

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

- organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
- analyse and visualise data using a range of digital tools to identify patterns and make predictions
- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions

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

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

#### **Content description**

AC9LH6C04

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

#### **Content description**

AC9LH6C04

#### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

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

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

#### **Content description**

AC9LH6C04

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

#### **Content description**

AC9LH6C04

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

## **Content description**

AC9LH6C04

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

## **Content description**

AC9LH6C04

### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

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

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

## **Content description**

AC9LH6C04

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## **Snapshot – Consider responses to intercultural contexts**

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

## **Content description**

AC9LH6C04

### **Continuum extract**

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

- examine the influence of past intercultural experiences on what they learn about themselves and others
- 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

## **AC9LH6C05**

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

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- 

## **Elaborations**

- learning ways to type and in Hindi using a keyboard and incorporating processed into a variety of

- creating individual and cultural profiles, explaining which (s) or are spoken at home, with extended family, or in social and community lives
- creating a profile of a local community, including facilities and events, for recent Hindi-speaking migrants to Australia, and using information from websites or brochures, and facts that would be useful, for example, **भारत में हिंदी** **कहाँ कहाँ बोली जाती है** **भारत में हिंदी** **कहाँ कहाँ बोली जाती है**
- creating a class print or digital poster, locating and describing in Hindi a specific First Nations location in a local or regional , or elsewhere in Australia
- creating for non-Hindi speakers wanting to visit India or a Hindi-speaking region, to assist with travel and , such as lists, common , maps, menus, allergy cards, for example, **भारत में हिंदी** **कहाँ कहाँ बोली जाती है** **भारत में हिंदी** **कहाँ कहाँ बोली जाती है**
- creating and performing expressive such as , poetry or personal commentaries, using mime, music, and evocative to concepts that are relevant to their own social worlds and interests, for example, **भारत में हिंदी** **कहाँ कहाँ बोली जाती है** **भारत में हिंदी** **कहाँ कहाँ बोली जाती है**
- adapting a familiar story, cartoon or poem to suit a younger or different kind of by including a new , event or change of , for example, an Australian version of **भारत में हिंदी** **कहाँ कहाँ बोली जाती है**; a lullaby that is exciting rather than soothing, or an alternative ending
- creating informative and imaginative for specific and , for example, a presentation for parents or guests about the benefits of second learning, or to showcase their or multilingual experience
- experimenting with and simple devices appropriate to type such as descriptions in recounts or , humour in comic verse and persuasive in advertisements

Students learn to:

**create and present a range of informative and imaginative spoken, written and multi**  
**a variety of modelled sentence structures in Devanāgarī script to sequence inform**  
**and conventions appropriate to text type**

(AC9LH6C05)

### **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

#### **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 .

#### **Managing and operating**

- Select and operate tools

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **People**

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

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

- Communicate responsively

#### **Social management**

- Communication

#### **Social management**

- Communication
- Collaboration

### **Generating**

- Create possibilities

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

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

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

### **Content description**

AC9LH6C05

### **Continuum extract**

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

### **Snapshot – Speaking**

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

### **Content description**

AC9LH6C05

### **Learning progression extract**

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

### **Crafting ideas**

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

### **Vocabulary**

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

### **Crafting ideas**

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

- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

### **Vocabulary**

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

### **Crafting ideas**

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

### **Vocabulary**

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

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LH6C05

#### **Learning progression extract**

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

#### **Crafting ideas**

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

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

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

- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LH6C05

#### **Learning progression extract**

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

content.

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)



- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Select and operate tools**

### **Digital Literacy: Managing and operating: Select and operate tools**

#### **Content description**

AC9LH6C05

#### **Continuum extract**

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

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

## **Snapshot – Communication**

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

#### **Content description**

AC9LH6C05

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LH6C05

#### **Continuum extract**

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## **Snapshot – Communication**

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

## **Content description**

AC9LH6C05

### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

## **Content description**

AC9LH6C05

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

## **Content description**

AC9LH6C05

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

## **Content description**

AC9LH6C05

### **Continuum extract**

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

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

## **Snapshot – Collaboration**

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

## **Content description**

AC9LH6C05

### **Continuum extract**

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation

skills to improve ways of working and outputs

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9LH6C05

##### **Continuum extract**

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

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

### **Snapshot – Communication**

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

##### **Content description**

AC9LH6C05

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LH6C05

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LH6C05

##### **Continuum extract**

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

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

### **AC9LH6U01**

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

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##### **Elaborations**

- recognising and pronouncing all the sounds in Hindi Varnmala including aspirated and non-aspirated sounds, for example, ■ ■ ■, ■ ■ ■
- distinguishing the difference between unaspirated and aspirated sounds and practising aloud, for example, ■ – ■■■■■, ■ – ■■■■■

- using to check the correctness of Hindi and using recording applications to check their own and to develop
- understanding that mispronouncing sounds in Hindi can affect meaning, for example, [क] and [ख], [ग] and [घ]
- understanding that Hindi of some varies depending on the region, but the written form remains the same, for example, ‘much or many’ is commonly pronounced as [बहुत] but has standard spelling of [बहुत]
- distinguishing between patterns of requests and exclamations, for example, [कृपया] [आवेदन] [कृपया] [आवेदन] [कृपया] [आवेदन] [कृपया] [आवेदन] [कृपया] [आवेदन]? [कृपया] [आवेदन] [कृपया] [आवेदन] [कृपया] [आवेदन] [कृपया] [आवेदन] [कृपया] [आवेदन]!
- using active skills to determine for statements and when no interrogative is used, for example, [कृपया] [आवेदन] [कृपया] [आवेदन] [कृपया] [आवेदन] [कृपया] [आवेदन]? [कृपया] [आवेदन] [कृपया] [आवेदन] [कृपया] [आवेदन] [कृपया] [आवेदन]?
- understanding how new are formed in Hindi, for example, the way in which English ‘t’ and ‘d’ sounds are represented normally as [त] and [द], the replacement of English ‘th’ sounds by [थ] and ways in which English such as short ‘a’ sounds are replaced by Hindi sounds, as in [अ] versus [आ]
- recognising the Hindi and spelling of from English into Hindi, such as [अक्षर]/[अक्षर]; [अक्षर]; [अक्षर]

Students learn to:

**apply knowledge of combinations of sounds, syllables, pronunciation and intonation**

**develop fluency and rhythm to known words and phrases**

(AC9LH6U01)

## General capabilities and cross-curriculum priorities

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

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Speaking and listening

- Speaking

## Elaborations

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

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Social management

- Communication

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Social management

- Communication

## Managing and operating

- Select and operate tools

## Social management

- Communication

## Engaging with cultural and linguistic diversity

- Communicate responsively

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- Communication

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- Communication

## **Resources**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LH6U01

### **Continuum extract**

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

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

### **Snapshot – Speaking**

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

### **Content description**

AC9LH6U01

### **Learning progression extract**

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

### **Crafting ideas**

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

### **Vocabulary**

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

### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points

- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

### **Vocabulary**

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

### **Crafting ideas**

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

### **Vocabulary**

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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LH6U01

recognising and pronouncing all the sounds in Hindi Varnmala including aspirated and non-aspirated sounds, for example, **■ ■, ■ ■**

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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## **Snapshot – Communication**

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

#### **Content description**

AC9LH6U01

recognising and pronouncing all the sounds in Hindi Varnmala including aspirated and non-aspirated sounds, for example, **■ ■, ■ ■**

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LH6U01

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

### **Content description**

AC9LH6U01

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### **Snapshot – Select and operate tools**

## **Digital Literacy: Managing and operating: Select and operate tools**

### **Content description**

AC9LH6U01

### **Continuum extract**

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

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

### **Snapshot – Communication**

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

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AC9LH6U01

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### **Resource – Hindi language resource**

## **Hindi**

### **Language support resource**

The Hindi Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Hindi. 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 Hindi 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

**AC9LH6U02**

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

- 

## Elaborations

- recognising and practising the spelling of in that involve combinations of and postpositions that lose the inherent ‘a’ inside a , such as [REDACTED], [REDACTED], [REDACTED]
- using a variety of past, present and future , for example, [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED]
- using in to provide additional information, for example, [REDACTED]-[REDACTED], [REDACTED] [REDACTED], [REDACTED] [REDACTED]
- using singular and forms of and , such as [REDACTED], [REDACTED], [REDACTED], [REDACTED]
- conjugating a range of according to gender, and , for example, [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED]  
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED]
- recognising and understanding how Hindi indicate the idea of actions happening or being made to happen [REDACTED], [REDACTED], [REDACTED]
- using simple comparative and superlative forms of , for example, [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED]  
[REDACTED], [REDACTED], [REDACTED], [REDACTED]
- using a range of of location and place to give directions, for example, [REDACTED] [REDACTED] [REDACTED] [REDACTED],  
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
- using a range of interrogatives and questioning techniques to make formal and informal requests  
and obtain specific information, for example, [REDACTED] [REDACTED] [REDACTED]? , [REDACTED] [REDACTED] [REDACTED]?, [REDACTED]  
[REDACTED] [REDACTED] ?
- using negative forms of and , for example, [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
- using a range of to connect different elements of a and expand ideas, for example, [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED]
- locating events in time by using days of the week, months and ordinal numbers, such as [REDACTED], [REDACTED]
- comparing typed and handwritten Hindi , noticing variations and reasons why and fonts can look  
different, for example, shape, spacing and proportion
- understanding the rules for half to form and , [REDACTED], [REDACTED], for example, [REDACTED], [REDACTED], [REDACTED],  
[REDACTED], [REDACTED], [REDACTED], [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Students learn to:

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

(AC9LH6U02)

## General capabilities and cross-curriculum priorities

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

priorities.

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

- Communicate responsively

### **Writing**

- Grammar
- Punctuation

### **Elaborations**

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

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

- Communicate responsively

### **Social management**

- Communication

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### **Social management**

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## **Resources**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LH6U02

### **Continuum extract**

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

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

### **Snapshot – Grammar**

## **Literacy: Writing: Grammar**

### **Content description**

AC9LH6U02

### **Learning progression extract**

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

### **Grammatical accuracy**

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

### **Group and word level**

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

### **Sentence level**

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

### **Whole text level**

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

### **Grammatical accuracy**

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

### **Group and word level**

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

### **Sentence level**

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

### **Whole text level**

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

### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

### **Group and word level**

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

### **Sentence level**

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

### **Whole text level**

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

## **Snapshot – Punctuation**

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

#### **Content description**

AC9LH6U02

#### **Learning progression extract**

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

- uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings

- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")
- uses complex punctuation conventions (e.g. colons, semicolons, brackets)
- uses punctuation conventions for quotations and referencing

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LH6U02

### **Continuum extract**

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### **Snapshot – Communication**

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

### **Content description**

AC9LH6U02

### **Continuum extract**

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### **Snapshot – Communicate responsively**

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



## **responsively**

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AC9LH6U02

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LH6U02

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LH6U02

### **Continuum extract**

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## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## Continuum extract

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## Personal and Social capability: Social management: Communication

## 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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- understanding the significance and cultural importance of features of different types of in Hindi and English, for example, salutations, greetings and respect, such as Dear/to ..., [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED]
- compiling a graphic organiser, poster, mind map or Venn diagram to illustrate differences in Hindi and English and textual , for example, the absence of and , different order and some used as in Hindi, and the absence of grammatical gender and use of in English
- comparing features of familiar of Hindi and English , and noticing similarities and differences between such as the use of , order and structure, for example, once upon a time ... -[REDACTED] [REDACTED] [REDACTED] [REDACTED] ..., many years ago ... [REDACTED] [REDACTED] [REDACTED]
- considering how the choice of and organisation reflect the and of different types of in Hindi and English, for example, when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping or visiting the doctor
- exploring the influence of Sanskrit on Hindi by noticing Sanskrit adopted and adapted in different ways, for example, [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED] and other [REDACTED], [REDACTED], [REDACTED], [REDACTED]
- comparing the use of Hindi in English and and vice versa, discussing reasons why borrow from each other, for example, [REDACTED], [REDACTED], [REDACTED] [REDACTED] [REDACTED], [REDACTED], [REDACTED], [REDACTED]/[REDACTED], [REDACTED], [REDACTED], [REDACTED], jungle bandana, dinghy, pyjama
- beginning to use simple , in both Hindi and English, to understand and discuss grammatical

structures and features of , for example, ■■■■■■ – , ■■■■■■■■ – , ■■■■■■ – , ■■■■■■ –

Students learn to:

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

(AC9LH6U03)

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

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Elaborations**

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

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

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

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#### **Analysing**

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

#### **Resources**

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

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

#### **Content description**

AC9LH6U03

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

## **responsively**

### **Content description**

AC9LH6U03

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### **Snapshot – Communicate responsively**

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

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

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

### **Content description**

AC9LH6U03

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### **Snapshot – Communicate responsively**

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

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

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## AC9LH6U04

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

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### Elaborations

- developing an understanding of the relationship between and , and , in different , for example, discussing the need to apply distinctions such as ■■ ■■, ■■■ ■■■, ■■ ■■■■, or using forms of to show respect or status
- explaining ways in which the Hindi reflects and traditions of Indian communities, for example, understanding concepts such as ■■■■■■, ■■■■■, ■■■■, ■■■■■■
- researching Hindi-speaking communities, such as in Fiji or Mauritius, inviting special guests or showcasing their learning about cultural aspects of these communities
- exploring, in Hindi or English, how and are expressed through First Nations Australians' song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of Hindi-speaking people or communities
- identifying adjustments, they make when moving between , for example, different ways of addressing people, expressing affection or respect, discussing why these adjustments are necessary and whether they are easy to make
- identifying influences from other and , such as changes to contemporary forms of Hindi due to the influence of globalisation, technology and pop , and exploring the relationship between Hindi and English across different historical and cultural , for example, the emergence of 'Hinglish'
- brainstorming cultural, spiritual and linguistic influences of Hindi and on other and , such as the use of and concepts of 'karma' 'guru' 'Dharma,' 'Nirvana' and 'Bollywood'
- becoming aware of cultural that can lead to generalisations and misconceptions such as associating the same , and religion with all Indian people
- investigating their own family heritage and background through talking with relatives, to discover more about migration and reflecting on how this can contribute to the formation of their own
- understanding the meaning of ' , how it involves visible elements such as , symbols, food, national costumes and dancing, and invisible elements such as , and , and comparing these visible and invisible elements of Hindi

Students learn to:

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

(AC9LH6U04)

### General capabilities and cross-curriculum priorities

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

#### Analysing

- Interpret concepts and problems

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

### Elaborations

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

#### Engaging with cultural and linguistic diversity

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

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

### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

### **Culture**

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

### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

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

- Explore the influence of cultures on interactions

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

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

### **Understanding Asia's global significance**

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

### **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

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

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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Reflect on the relationship between cultures and identities

### **Resources**

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

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

#### **Content description**

AC9LH6U04

#### **Continuum extract**

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

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LH6U04

### **Continuum extract**

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

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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**

AC9LH6U04

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LH6U04

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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**

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

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

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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**

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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**

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

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

##### **Content description**

AC9LH6U04

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

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

##### **Content description**

AC9LH6U04

### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LH6U04

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
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### **Snapshot – Reflect on the relationship between cultures and identities**

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

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

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

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AC9LH6U04

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

### **Snapshot – Explore the influence of cultures on interactions**

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

##### **Content description**

AC9LH6U04

##### **Continuum extract**

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

- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

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

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

##### **Content description**

AC9LH6U04

##### **Continuum extract**

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

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
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### **Snapshot – Explore the influence of cultures on interactions**

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

##### **Content description**

AC9LH6U04

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opportunities to show respect for cultural traditions

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

## **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

### **Content description**

AC9LH6U04

### **Continuum extract**

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

- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LH6U04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LH6U04

### **Continuum extract**

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

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

### **Snapshot – 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**

AC9LH6U04

### **Continuum extract**

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

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



identity and belonging

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