

AC9LINF01

with support, recognise and meaning in Indonesian

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Elaborations

- greeting teacher and peers using appropriate forms of and , for example, Selamat pagi kelas, Selamat pagi Bu/Pak, Apa kabar? Baik sekali, baik-baik saja, biasa saja, kurang baik
- introducing themselves with Nama saya ... , either directly or through a puppet or toy
- responding to classroom instructions, for example, duduk, berdiri, diam, ambil lem, ambil gunting
- using in routine , for example, terima kasih, sama-sama, sampai jumpa
- participating in songs and chants by singing and performing actions, for example, Topi Saya Bundar, Lingkaran Kecil and Satu satu aku sayang Ibu
- engaging with imaginative such as stories, and songs through play-acting, movement, illustrating, responding to in English
- demonstrating early literacy skills by labelling, matching, tracing, copying and drawing, for example, labelling items in the classroom, drawing a picture to match animal , tracing colour with the corresponding colour
- using mime and actions to demonstrate understanding, for example, miming a cat pose in response to the kucing , engaging in movement games such as jumping to a coloured spot, forming groups corresponding to teacher commands such as merah, tiga
- responding to simple such as berlari, putar, angkat tangan with , or to Apa itu? and Apa ini? accompanied by a prompt such as a flashcard image or toy
- playing number games such as buzz and bingo, and using Indonesian to count places in dice games such as snakes and ladders

Students learn to:

with support, recognise and communicate meaning in Indonesian

(AC9LINF01)

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 .

Social management

- Communication

Social management

- Communication

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- Communication

Snapshot – Communicate responsively

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

Content description

AC9LINF01

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LINF01

Learning progression extract

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

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")

- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LINF01

greeting teacher and peers using appropriate forms of address and body language, for example, Selamat pagi kelas, Selamat pagi Bu/Pak, Apa kabar? Baik sekali, baik-baik saja, biasa saja, kurang baik

Continuum extract

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LINF01

introducing themselves with Nama saya ... , either directly or through a puppet or toy

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LINF01

responding to classroom instructions, for example, duduk, berdiri, diam, ambil lem, ambil gunting

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LINF01

using formulaic phrases in routine exchanges, for example, terima kasih, sama-sama, sampai jumpa

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LINF01

participating in songs and chants by singing and performing actions, for example, Topi Saya Bundar, Lingkaran Kecil and Satu satu aku sayang Ibu

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LINF01

using mime and actions to demonstrate understanding, for example, miming a cat pose in response to the word kucing , engaging in movement games such as jumping to a coloured spot, forming groups corresponding to teacher commands such as merah, tiga

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LINF01

responding to simple verbs such as berlari, putar, angkat tangan with gesture, or to questions Apa

itu? and Apa ini? accompanied by a prompt such as a flashcard image or toy

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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AC9LINF01

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- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
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AC9LINF02

explore, with support, of Indonesian noticing similarities and differences between Indonesian and English

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Elaborations

- noticing that Indonesian has the same alphabet as English, for example, singing displayed alphabet songs, sequencing alphabet cards
- tracing letters and simple in both Indonesian and English, noticing similarities and differences
- repeating and to Indonesian , and , and clapping or tapping
- observing similarities in raising at end of and understanding the difference between statements, and exclamations
- exploring differences in for animal sounds in Indonesian and other represented in the classroom, for example, gong-gong (woof, woof), meong (miaow)
- recognising that Indonesian uses different for cardinal numbers and sequencing number cards in Indonesian or matching a numeral with an Indonesian
- recognising that have been borrowed from Indonesian, for example, rambutan, orangutan
- noticing Indonesian that have been borrowed from English, and recognising sound differences, for example, favorit and 'favourite'; kelas and 'class'
- observing + order differences, for example, kucing hitam, mobil merah, bis besar

Students learn to:

explore, with support, language features of Indonesian noticing similarities and differences between Indonesian and English

(AC9LINF02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Communicate responsively

Snapshot – Develop multiple perspectives

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

Content description

AC9LINF02

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LINF02

Learning progression extract

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

Phonic knowledge

- says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")
- identifies and names letters for taught single-letter graphemes
- blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g. "at") and consonant-vowel-consonant (CVC) words (e.g. "hop")
- identifies first phoneme in words
- orally segments CVC words (e.g. "c-a-t", "h-a-t")
- recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

Word recognition

- reads taught high-frequency words in a text and in the environment (e.g. "the", "to", "I", "no", "said")

Phonic knowledge

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes
- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. "was", "you", "one", "said", "have", "were")

Phonic knowledge

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts

- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

Snapshot – Communicate responsively

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

Content description

AC9LINF02

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Communicate responsively

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

Content description

AC9LINF02

exploring differences in onomatopoeia for animal sounds in Indonesian and other languages represented in the classroom, for example, gong-gong (woof, woof), meong (miaow)

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Develop multiple perspectives

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

Content description

AC9LINF02

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Develop multiple perspectives

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

Content description

AC9LINF02

recognising words that have been borrowed from Indonesian, for example, rambutan, orangutan

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Communicate responsively

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

Content description

AC9LINF02

observing noun+adjective word order differences, for example, kucing hitam, mobil merah, bis besar

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

AC9LINF03

explore connections between and

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Elaborations

- sharing with the class and they know in other and , for example, greetings, numbers
- locating Indonesia and countries/places of significance to students in the class, on a digital or print world map
- recognising that Indonesia is the largest archipelago in the world and consists of thousands of islands
- exploring and discussing the position and/or location of Indonesia compared with the lands of First Nations Australians in northern Australia on map of Australasia
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
- noticing how local names of streets, places and landmarks can have their origins in (s) of First Nations Australians
- exploring food and their origins, for example, nasi goreng, sushi, lasagne
- observing that Indonesian primary school uniforms are red and white, comparing with the colours of the Indonesian flag, learning that the flag is named Sang Merah Putih, and noticing the representation of colours in different
- learning Indonesian terms through the arts, for example, topeng when making masks, batik when making modified batik art, wayang when playing with leather puppets
- engaging with and comparing celebrations in Indonesian-speaking communities (traditions, customs, costumes, food, etc.), and choosing an interesting fact to present to the class
- noticing difference in spontaneous exclamations in Indonesian and English, for example, Wah! Aduh!

Students learn to:

explore connections between language and culture

(AC9LINF03)

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Country/Place

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

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.

Country/Place

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

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

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Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

- Communicate responsively

Snapshot – Identify, process and evaluate information

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

Content description

AC9LINF03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Communicate responsively

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

Content description

AC9LINF03

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LINF03

Continuum extract

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

Snapshot – Communicate responsively

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

Content description

AC9LINF03

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Identify, process and evaluate information

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

Content description

AC9LINF03

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Snapshot – Communicate responsively

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

Content description

AC9LINF03

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- notice the use of different languages they, their family or community members use to communicate
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Snapshot – Identify, process and evaluate information

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

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Snapshot – Explore the influence of cultures on interactions

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

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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

AC9LINF03

exploring food words and their origins, for example, nasi goreng, sushi, lasagne

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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

AC9LINF03

observing that Indonesian primary school uniforms are red and white, comparing with the colours of the Indonesian flag, learning that the flag is named Sang Merah Putih, and noticing the representation of colours in different cultures

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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

AC9LINF03

learning Indonesian terms through the arts, for example, topeng when making masks, batik when making modified batik art, wayang when playing with leather puppets

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Snapshot – Explore the influence of cultures on interactions

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

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Snapshot – Communicate responsively

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

Content description

AC9LINF03

noticing difference in spontaneous exclamations in Indonesian and English, for example, Wah! Aduh!

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