

## **(no-code)**

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

- 
- 
- 

### **Elaborations**

- initiating and exchanging greetings, offering wishes for particular occasions, situations or times of day in formal and informal , for example, using Bonjour, Madame Patou, comment allez-vous? Salut, Nicole, ça va? Pas mal, et vous? Bonne nuit, Papa! Bonjour, Messieurs; Bonne fête, Hafiz ! À demain, Mademoiselle; À bientôt! Bonne année! Bon courage!
- responding to instructions, asking for help or clarification, for example, Encore une fois; montre-moi; chantez plus fort; regarde les photos, écoutez, écrivez/tapez la ; Pardon/Excusez-moi Madame/Monsieur, je ne comprends pas; répétez, s'il vous plaît; j'ai une , j'ai besoin d'aide.
- using print or digital photographs, short videos or recordings to and respond to information about self, family, friends or interests, for example, J'ai deux sœurs et j'ai un frère, Je suis fils/fille unique; J'aime les sports et les voyages, mais j'adore la musique! Et toi, parle de ta famille, ... Raconte-moi ...
- expressing likes and dislikes, for example, J'aime le chocolat mais je déteste le fromage; il aime la classe de musique mais il n'aime pas le cours de sciences.
- using common responses to frequently asked or comments, for example, responding with très bien, voilà, oui, bien sûr, d'accord, hein, Bah ... oui! imitating and patterns
- using cohesive devices, such as the et, mais and ou or interjections as , for example, ah bon ... voilà ... eh bien ... alors ... to enhance
- experimenting with when performing role-plays such as when praising each other, for example, Super! Pas mal. Bon travail! Excellent! Bravo! or shrugging or making a c'est fou or chut! to enhance
- exchanging simple correspondence with peers such as notes, invitations or birthday cards in print or digital form

Students learn to:

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

(AC9LF4C01)

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

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

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

- Communicate responsively

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication

### **Elaborations**

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

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

- Communicate responsively

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Self-awareness**

- Personal awareness

#### **Social management**

- Communication

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF4C01

##### **Continuum extract**

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

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

### **Snapshot – Interacting**

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

##### **Content description**

AC9LF4C01

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

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

- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4C01

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF4C01

initiating and exchanging greetings, offering wishes for particular occasions, situations or times of day in formal and informal contexts, for example, using Bonjour, Madame Patou, comment allez-vous? Salut, Nicole, ça va? Pas mal, et vous? Bonne nuit, Papa! Bonjour, Messieurs; Bonne fête, Hafiz ! À demain, Mademoiselle; À bientôt! Bonne année! Bon courage!

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LF4C01

responding to instructions, asking for help or clarification, for example, Encore une fois; montre-moi; chantez plus fort; regarde les photos, écoutez, écrivez/tapez la phrase; Pardon/Excusez-moi Madame/Monsieur, je ne comprends pas; répétez, s'il vous plaît; j'ai une question, j'ai besoin d'aide.

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LF4C01

using print or digital photographs, short videos or recordings to exchange and respond to information about self, family, friends or interests, for example, J'ai deux sœurs et j'ai un frère, Je suis fils/fille unique; J'aime les sports et les voyages, mais j'adore la musique! Et toi, parle de ta famille, ... Raconte-moi ...

### **Continuum extract**

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

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

### **Snapshot – Personal awareness**

## **Personal and Social capability: Self-awareness: Personal awareness**

### **Content description**

AC9LF4C01

expressing likes and dislikes, for example, J'aime le chocolat mais je déteste le fromage; il aime la classe de musique mais il n'aime pas le cours de sciences.

### **Continuum extract**

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

- describe personal qualities and how these contribute to growth
- explain influences on personal qualities and how these contribute to personal growth
- analyse the influence that choices have on developing personal qualities and identify areas for growth

### **Snapshot – Communication**

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

#### **Content description**

AC9LF4C01

using common responses to frequently asked questions or comments, for example, responding with très bien, voilà, oui, bien sûr, d'accord, hein, Bah ... oui! imitating modelled intonation and stress patterns

#### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LF4C01

using cohesive devices, such as the conjunctions et, mais and ou or interjections as fillers, for example, ah bon ... voilà ... eh bien ... alors ... to enhance interactions

#### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF4C01

experimenting with gestures when performing role-plays such as when praising each other, for example, Super! Pas mal. Bon travail! Excellent! Bravo! or shrugging or making a c'est fou or chut! gesture to enhance interactions

#### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LF4C01

#### **Continuum extract**

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

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

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

## Resource – French language resource

### French

#### Language support resource

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

##### Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

##### Language features and structures

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

##### Thematic contexts for language use

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

##### Download

## AC9LF4C02

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

- 
- 
- 

#### Elaborations

- asking and answering relating to concepts such as time, place or number, including days of the week, months, date and seasons, for example, Ça fait combien? Ça fait cinq; Quelle heure est-il? Il est dix heures; Aujourd'hui c'est vendredi? Non, c'est jeudi; Quel temps fait-il aujourd'hui? C'est l'hiver, il fait très froid.
- introducing French currency, Euros, to purchase items (magazines, fruit, vegetables, etc.) at an imagined market or shop, for example, Ça coûte combien? C'est cinq euros. Le vélo noir/la bicyclette noire, c'est combien? 1 kilo en plus, s'il vous plaît. Vingt grammes de ... moins ...
- working together in collaborative tasks such as designing a poster for a specific event, creating a picture book or wall, and sharing decisions about content, vocabulary and design, for example, collaboratively deciding ceci ou cela? qu'est-ce que tu préfères? Là ou là? petit ou grand?
- giving and following directions and plan directions such as À gauche! Tout droit! Prends la première rue.
- playing games that involve active , memory, information and negotiating turns, for example, C'est à toi? Oui, c'est à moi. C'est ton tour. C'est mon tour.
- praising each other, for example, using Super! Pas mal. Bon travail! Excellent! Bravo! when working collaboratively on class tasks that require following instructions such as cooking or other

step-based such as a craft

Students learn to:

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

(AC9LF4C02)

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

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

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

- Develop multiple perspectives

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication
- Collaboration

#### **Elaborations**

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

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

- Develop multiple perspectives

#### **Measurement and geometry**

- Measuring time

#### **Social management**

- Communication

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

- Develop multiple perspectives

#### **Number sense and algebra**

- Understanding money

#### **Social management**

- Communication

#### **Self-management**

- Perseverance and adaptability

#### **Social management**

- Communication
- Collaboration

#### **Analysing**

- Draw conclusions and provide reasons

#### **Social management**

- Communication

#### **Social management**

- Collaboration

#### **Social management**

- Collaboration

#### **Resources**

### **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9LF4C02

#### **Continuum extract**

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

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

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

## **Snapshot – Interacting**

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

#### **Content description**

AC9LF4C02

#### **Learning progression extract**

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

- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4C02

#### **Continuum extract**

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

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

## **Snapshot – Collaboration**

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

#### **Content description**

AC9LF4C02

#### **Continuum extract**

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

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

## **Snapshot – Develop multiple perspectives**

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

## **perspectives**

### **Content description**

AC9LF4C02

asking and answering questions relating to concepts such as time, place or number, including days of the week, months, date and seasons, for example, Ça fait combien? Ça fait cinq; Quelle heure est-il? Il est dix heures; Aujourd'hui c'est vendredi? Non, c'est jeudi; Quel temps fait-il aujourd'hui? C'est l'hiver, il fait très froid.

### **Continuum extract**

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

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

## **Snapshot – Measuring time**

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

#### **Content description**

AC9LF4C02

asking and answering questions relating to concepts such as time, place or number, including days of the week, months, date and seasons, for example, Ça fait combien? Ça fait cinq; Quelle heure est-il? Il est dix heures; Aujourd'hui c'est vendredi? Non, c'est jeudi; Quel temps fait-il aujourd'hui? C'est l'hiver, il fait très froid.

#### **Learning progression extract**

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

#### **Sequencing time**

- uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I...", "tomorrow I will ...", "next week I will ...")
- applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")
- uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)
- measures time duration by counting and using informal units (e.g. counts to 30 30 30 while children hide when playing hide and seek)

#### **Units of time**

- uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
- identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
- identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
- identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
- reads time on analog clocks to the hour, half-hour and quarter-hour
- names and orders days of the week and months of the year
- uses a calendar to identify the date and determine the number of days in each month

#### **Measuring time**

- uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
- reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
- identifies the minute hand movement on an analog clock and the 60 60 60 -minute markings,



interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 40 , by reading the hour hand and the minute hand and explaining how they are related)

- uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
- uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4C02

asking and answering questions relating to concepts such as time, place or number, including days of the week, months, date and seasons, for example, Ça fait combien? Ça fait cinq; Quelle heure est-il? Il est dix heures; Aujourd'hui c'est vendredi? Non, c'est jeudi; Quel temps fait-il aujourd'hui?

C'est l'hiver, il fait très froid.

#### **Continuum extract**

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

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

## **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9LF4C02

introducing French currency, Euros, to purchase items (magazines, fruit, vegetables, etc.) at an imagined market or shop, for example, Ça coûte combien? C'est cinq euros. Le vélo noir/la bicyclette noire, c'est combien? 1 kilo en plus, s'il vous plaît. Vingt grammes de ... moins ...

#### **Continuum extract**

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

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

## **Snapshot – Understanding money**

### **Numeracy: Number sense and algebra: Understanding money**

#### **Content description**

AC9LF4C02

introducing French currency, Euros, to purchase items (magazines, fruit, vegetables, etc.) at an imagined market or shop, for example, Ça coûte combien? C'est cinq euros. Le vélo noir/la bicyclette noire, c'est combien? 1 kilo en plus, s'il vous plaît. Vingt grammes de ... moins ...

#### **Learning progression extract**

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

#### **Counting money**

- counts a larger collection of coins by making groups (e.g. counts the coins in a money box by sorting the 5 5 5 c, 10 10 10 c and 20 20 20 c pieces into \$ 1 \$1 \$ 1 groups)
- determines the amount of money in a collection, including both notes and coins, using basic counting principles and the standard form of writing dollars and cents in decimal format, to 2 2 2 decimal places

### **Working with money additively**

- calculates the total cost of several different items in dollars and cents
- counts the change required for simple transactions to the nearest 5 5 5 cents
- calculates the change, to the nearest 5 5 5 cents, after a purchase using additive strategies (e.g. adds change to obtain the amount tendered)
- determines the conditions for a profit or a loss on a transaction

### **Working with money multiplicatively**

- calculates the total cost of several identical items in dollars and cents
- connects the multiplicative relationship between dollars and cents to decimal notation (e.g. explains that a quarter of dollar is equal to \$ 0.25 \ \$0.25 \$ 0 . 2 5 or 25 25 2 5 cents; calculates what 150 150 1 5 0 copies will cost if they are advertised at 15 15 1 5 c a print and expresses this in dollars and cents as \$ 22.50 \ \$22.50 \$ 2 2 . 5 0 )
- solves problems, such as repeated purchases, splitting a bill or calculating monthly subscription fees, using multiplicative strategies
- makes and uses simple financial plans (e.g. creates a classroom budget for an excursion; planning for a school fete)

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4C02

introducing French currency, Euros, to purchase items (magazines, fruit, vegetables, etc.) at an imagined market or shop, for example, Ça coûte combien? C'est cinq euros. Le vélo noir/la bicyclette noire, c'est combien? 1 kilo en plus, s'il vous plaît. Vingt grammes de ... moins ...

#### **Continuum extract**

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

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

## **Snapshot – Perseverance and adaptability**

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

#### **Content description**

AC9LF4C02

working together in collaborative tasks such as designing a poster for a specific event, creating a picture book or word wall, and sharing decisions about content, vocabulary and design, for example, collaboratively deciding ceci ou cela? qu'est-ce que tu préfères? Là ou là? petit ou grand?

#### **Continuum extract**

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

- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4C02

working together in collaborative tasks such as designing a poster for a specific event, creating a picture book or word wall, and sharing decisions about content, vocabulary and design, for example, collaboratively deciding ceci ou cela? qu'est-ce que tu préfères? Là ou là? petit ou grand?

#### **Continuum extract**

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

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

## **Snapshot – Collaboration**

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

### **Content description**

AC9LF4C02

working together in collaborative tasks such as designing a poster for a specific event, creating a picture book or word wall, and sharing decisions about content, vocabulary and design, for example, collaboratively deciding ceci ou cela? qu'est-ce que tu préfères? Là ou là? petit ou grand?

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LF4C02

giving and following directions and plan directions such as À gauche! Tout droit! Prends la première rue.

### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

### **Snapshot – Communication**

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

### **Content description**

AC9LF4C02

giving and following directions and plan directions such as À gauche! Tout droit! Prends la première rue.

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

### **Content description**

AC9LF4C02

playing games that involve active listening, memory, information exchange and negotiating turns, for example, C'est à toi? Oui, c'est à moi. C'est ton tour. C'est mon tour.

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

### **Content description**

AC9LF4C02

praising each other, for example, using Super! Pas mal. Bon travail! Excellent! Bravo! when working collaboratively on class tasks that require following instructions such as cooking activities or other step-based activities such as a craft activity

### **Continuum extract**

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

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

## **AC9LF4C03**

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

- 
- 

### **Elaborations**

- responding to a story, song, cartoon, comic or simple by retelling, re-enacting the main events or taking on the role of a or matching pictures and descriptive statements
- to short spoken with some unfamiliar and identifying points of information, for example, discovering the name and number on a recorded phone message, the age of a child being interviewed or identifying some items on a recorded shopping list or information in a weather report from a French-speaking location
- responding to simple notes, invitations, birthday cards, etc. in print or digital form
- learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in French
- locating information about in a French school such as l'emploi du temps, la lecture, l'orthographe, le vocabulaire, les mathématiques and comparing with their own daily schedule
- simple and responding to images that evoke positive or negative emotions, such as affection, sadness or anger, and making connections with their own experiences by using stem statements such as Je suis fou/folle quand ...; Je suis content(e) si ...; J'ai peur de ...
- collecting and using favourite exclamations, or expressions from such as Terrrible! Ça y est! Pas vrai! Quoi de neuf?
- collecting information from print or digital sources about topics of interest such as favourite animal species, for example, les animaux domestiques/sauvages, and creating a display with names and appropriate
- viewing an imaginative , for key and , responding to about and events
- discovering and exploring print or digital maps of Australia to identify historical names or places with a French connection, for example, Recherche Bay in Tasmania; Esperance in Western Australia; La Perouse in Sydney

Students learn to:

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

(AC9LF4C03)

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

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Social management**

- Communication

## **Culture**

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

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Resources**

## **Work Samples**

## **WS02 - Décrire un animal (Describing an animal)**

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

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

#### **Content description**

AC9LF4C03

#### **Continuum extract**

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

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

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9LF4C03

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses

images and key words to infer a character's job)

- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

- reads and views elementary texts (see Text complexity)

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

### **Processes**

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

### **Vocabulary**

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

## **Snapshot – Listening**

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

#### **Content description**

AC9LF4C03

#### **Learning progression extract**

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

- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)

- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text

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

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

##### **Content description**

AC9LF4C03

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4C03

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4C03

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4C03

locating information about activities in a French school context such as l'emploi du temps, la



lecture, l'orthographe, le vocabulaire, les mathématiques and comparing with their own daily schedule

### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LF4C03

reading simple narratives and responding to images that evoke positive or negative emotions, such as affection, sadness or anger, and making connections with their own experiences by using stem statements such as Je suis fou/folle quand ...; Je suis content(e) si ...; J'ai peur de ...

### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LF4C03

collecting information from print or digital sources about topics of interest such as favourite animal species, for example, les animaux domestiques/sauvages, and creating a display with names and appropriate adjectives

### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LF4C03

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LF4C03

### **Continuum extract**

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

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

### **Resource – WS02 - Décrire un animal (Describing an animal)**

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

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

### **AC9LF4C03**

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

### **AC9LF4C05**

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

### **AC9LF4U01**

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of French to form words and phrases

### **AC9LF4U02**

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

### **AC9LF4C04**

**develop strategies to comprehend and French in familiar to cultural meaning**

- 
- 

### **Elaborations**

- learning to use a dictionary to find unknown in to assist
- using resources to build vocabulary to describe actions or feelings by accessing and presenting information of interest such as les fêtes d'anniversaires, les vacances, les copains
- responding to factual and imaginative picture and digital books, short-scripted plays or animations that use familiar French by creating a class display of the key information and providing a glossary of new and expressions
- collecting and using French and expressions that do not easily into English such as Bon appétit, bon voyage, voilà! chic!
- engaging with a familiar story and or acting out a plausible different ending, using new , expressions and to key messages of the story
- refusing an invitation politely, without offending, using and expressions, for example, Je voudrais bien mais ..., désolé(e), malheureusement ...

Students learn to:

## **develop strategies to comprehend and adjust French language in familiar contexts to meaning**

(AC9LF4C04)

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

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

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

### **Elaborations**

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

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

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

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

### **Content description**

AC9LF4C04

### **Continuum extract**

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

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges

influence thinking and behaviour

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

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9LF4C04

#### **Learning progression extract**

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

#### **Comprehension**

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

#### **Processes**

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

#### **Vocabulary**

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

#### **Comprehension**

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

#### **Processes**

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

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

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

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

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

#### **Content description**

AC9LF4C04

#### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4C04

using multimodal resources to build vocabulary to describe actions or feelings by accessing and presenting information of interest such as les fêtes d'anniversaires, les vacances, les copains

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4C04

using multimodal resources to build vocabulary to describe actions or feelings by accessing and presenting information of interest such as les fêtes d'anniversaires, les vacances, les copains

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4C04

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4C04

collecting and using French words and expressions that do not translate easily into English such as Bon appétit, bon voyage, voilà! chic!

##### **Continuum extract**

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

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

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

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

### **Content description**

AC9LF4C04

collecting and using French words and expressions that do not translate easily into English such as Bon appétit, bon voyage, voilà! chic!

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LF4C04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LF4C04

refusing an invitation politely, without offending, using formulaic and modelled expressions, for example, Je voudrais bien mais ..., désolé(e), malheureusement ...

### **Continuum extract**

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

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

### **AC9LF4C05**

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

- 
- 

### **Elaborations**

- using simple and expressions selected from banks and statements to personal profiles, highlighting key characteristics and features such as Je suis australienne et grecque, je suis sportive, je suis courageuse, je parle anglais et grec, j'ai beaucoup de cousins.
- making a list for the ingredients and quantities for a simple recipe such as crêpes (200 grammes de farine, un verre de lait, etc .) using the imperative forms ajoutez, mélangez, versez, servez for the recipe
- creating and performing alternative versions of stories or action songs using , and to animate , or using support materials such as drawings or story maps to visual

- creating simple descriptions in French and matching them to appropriate First Nations locations in their local area or elsewhere in Australia
- creating their own instructional or procedural tasks such as designing treasure hunts, Où se cache le trésor?
- creating short imaginative designed to amuse or entertain, for example, creating fantasy stories featuring imaginary creatures with names created out of 2 or more real animal names such as le chevaloon, le lapinat , les moutaches
- using a map of France or a French-speaking country, and props to record and present La météo. À Paris, Il fait chaud. À Nouméa, il pleut. Prends un parapluie aujourd'hui.
- creating a class profile, chart or database using resources about likes, dislikes and interests ( les sports préférés, les plats de choix , etc.), and checklists, surveys or such as Tu préfères le brie ou le camembert? Combien de ...? À quelle heure ...?
- presenting a visual presentation with captions about daily routine using reflexive , for example, creating captions such as Le lundi, à sept heures je me lève .

Students learn to:

**create and present informative and imaginative spoken, written and multimodal text expressions, simple phrases and sentences and modelled textual conventions**

(AC9LF4C05)

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

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

#### **Writing**

- Creating texts

#### **Speaking and listening**

- Speaking

#### **Social management**

- Communication

#### **Elaborations**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Generating**

- Create possibilities

#### **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.

#### **Generating**

- Create possibilities

#### **Generating**

- Create possibilities

#### **Social management**

- Communication

#### **Generating**

- Create possibilities

#### **Resources**

#### **Work Samples**

#### **WS01 - Présentation personnelle (Self introduction)**

#### **WS02 - Décrire un animal (Describing an animal)**

#### **Snapshot – Creating texts**



# **Literacy: Writing: Creating texts**

## **Content description**

AC9LF4C05

## **Learning progression extract**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report;

states an opinion to introduce an argument; introduces a character to begin a narrative)

- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Speaking**

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

#### **Content description**

AC9LF4C05

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### **Vocabulary**

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

#### **Crafting ideas**

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

- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

### **Vocabulary**

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

### **Crafting ideas**

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

### **Vocabulary**

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4C05

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4C05

using simple words and expressions selected from word banks and modelled statements to create personal profiles, highlighting key characteristics and features such as Je suis australienne et grecque, je suis sportive, je suis courageuse, je parle anglais et grec, j'ai beaucoup de cousins.

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4C05

making a list for the ingredients and quantities for a simple recipe such as crêpes (200 grammes de farine, un verre de lait, etc .) using the imperative verb forms ajoutez, mélangez, versez, servez for the recipe

### **Continuum extract**

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

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

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9LF4C05

##### **Continuum extract**

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- 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

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9LF4C05

creating their own instructional or procedural tasks such as designing treasure hunts, Où se cache le trésor?

##### **Continuum extract**

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- 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

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9LF4C05

creating short imaginative texts designed to amuse or entertain, for example, creating fantasy stories featuring imaginary creatures with names created out of 2 or more real animal names such as le chevaloon, le lapinat, les moutaches

##### **Continuum extract**

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- 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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4C05

using a map of France or a French-speaking country, and props to record and present La météo. À Paris, Il fait chaud. À Nouméa, il pleut. Prends un parapluie aujourd'hui.

##### **Continuum extract**

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

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

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

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9LF4C05

creating a class profile, chart or database using multimodal resources about likes, dislikes and interests ( les sports préférés, les plats de choix , etc.), and checklists, surveys or question cues such as Tu préfères le brie ou le camembert? Combien de ...? À quelle heure ...?

#### **Continuum extract**

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- 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

## **Resource – WS01 - Présentation personnelle (Self introduction)**

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

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

### **AC9LF4C05**

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

#### **AC9LF4U01**

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of French to form words and phrases

#### **AC9LF4U02**

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

### **AC9LF4U01**

#### **recognise and use combinations of sounds, and patterns of French to form and**

- 
- 
- 

#### **Elaborations**

- creating an alphabet bank, collecting that begin with each letter such as 'h': l'hiver, l'homme, l'hôtel; 'm': mai, mardi, le mouchoir; 'p': le pain, Papa, le poisson
- recognising and practising the most common sounds such as 'ou' - vous , jour ; 'oi' - toi , voiture ; 'on' - bonbon , mon ; 'ai' - aimer , j'ai ; 'ain' - train , demain and 'eau' - château , beau
- understanding how changes in and can change the meaning of , for example, Tu aimes les devoirs? (simple ); Tu aimes les devoirs! (expressing surprise, disbelief); C'est mon petit frère (statement); C'est mon petit frère! (pride); Tu peux commencer (permission); Commence! (instruction)
- understanding that some letters to make single sounds such as 'ille', 'eau' or 'qu'

- observing differences in of endings shared with English such as ‘-tion’ and ‘-ent’ in attention, situation, commencement, accident
- recognising that certain French letters, accented and combinations of letters produce the same sound in French such as ‘ é’, ‘ez’, ‘er’ and ‘ ç’ and ‘ s’
- noticing that the letters ‘k’ and ‘w’ are rarely used in French and usually occur in
- recognising that some final in French are usually silent such as le rat, le tapis, vert, chez, and some are usually pronounced such as chic, actif

Students learn to:

## **recognise and use modelled combinations of sounds, pronunciation and intonation to form words and phrases**

(AC9LF4U01)

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

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

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

- Explore the influence of cultures on interactions

#### **Speaking and listening**

- Speaking

#### **Social management**

- Communication

#### **Elaborations**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

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

- Explore the influence of cultures on interactions

#### **Social management**

- Communication

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

- Explore the influence of cultures on interactions

#### **Social management**

- Communication

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

- Explore the influence of cultures on interactions

#### **Social management**

- Communication

#### **Resources**

#### **Work Samples**

#### **WS01 - Présentation personnelle (Self introduction)**

#### **WS02 - Décrire un animal (Describing an animal)**

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

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

#### **Content description**

AC9LF4U01

#### **Continuum extract**

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

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

## **Snapshot – Speaking**

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

#### **Content description**

AC9LF4U01

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### **Vocabulary**

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

#### **Crafting ideas**

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

#### **Vocabulary**

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

#### **Crafting ideas**

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

- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

### **Vocabulary**

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4U01

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4U01

creating an alphabet bank, collecting words that begin with each letter such as 'h': l'hiver, l'homme, l'hôtel; 'm': mai, mardi, le mouchoir; 'p': le pain, Papa, le poisson

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4U01

recognising and practising the most common vowel sounds such as 'ou'- vous , jour ; 'oi' - toi , voiture ; 'on' - bonbon , mon ; 'ai' - aimer , j'ai ; 'ain' - train , demain and 'eau' - château , beau

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LF4U01

understanding how changes in voice and body language can change the meaning of words, for example, Tu aimes les devoirs? (simple question); Tu aimes les devoirs! (expressing surprise, disbelief); C'est mon petit frère (statement); C'est mon petit frère! (pride); Tu peux commencer (permission); Commence! (instruction)

#### **Continuum extract**

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

- describe how their cultural identities influence interactions with others



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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U01

understanding that some letters blend to make single sounds such as ‘ille’, ‘eau’ or ‘qu’

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4U01

observing differences in pronunciation of word endings shared with English such as ‘-tion’ and ‘-ent’ in attention, situation, commencement, accident

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U01

recognising that certain French letters, accented vowels and combinations of letters produce the same sound in French such as ‘é’, ‘ez’, ‘er’ and ‘ç’ and ‘s’

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4U01

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U01

recognising that some final consonants in French words are usually silent such as le rat, le tapis, vert, chez, and some are usually pronounced such as chic, actif

### **Continuum extract**

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

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

## **Resource – French language resource**

### **French**

#### **Language support resource**

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

##### **Introduction**

The resource provides suggestions for sequential development in 2 parts:

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

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

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

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

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

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

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

##### **Download**

## **Resource – WS01 - Présentation personnelle (Self introduction)**

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

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

**AC9LF4C05**

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

### **AC9LF4U01**

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of French to form words and phrases

### **AC9LF4U02**

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

## **Resource – WS02 - Décrire un animal (Describing an animal)**

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

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

### **AC9LF4C03**

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

### **AC9LF4C05**

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

### **AC9LF4U01**

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of French to form words and phrases

### **AC9LF4U02**

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

## **AC9LF4U02**

### **recognise French , grammatical structures and basic in familiar and**

- 
- 
- 

#### **Elaborations**

- using an increasing range of , including bizarre, magnifique, formidable , and additional gender forms and agreements such as blanc/blanche, gros/grosse, le chat blanc, la souris blanche
- using some to elaborate on simple statements, for example, elle mange lentement, je chante doucement, il parle très vite
- using such as à gauche, à droite, à côté de to indicate direction or location
- strengthening vocabulary knowledge by making connections with known such as le marché, le supermarché, le marchand
- recognising patterns and building clusters such as number knowledge from 60–100 and ordinal numbers
- recognising and beginning to use common conjugations such as regular ‘-er’
- using common irregular such as être, avoir, aller, faire: Je suis intelligent(e); Tu as quel âge? Comment allez-vous? Je fais le petit déjeuner. Il va à la plage.
- recognising ‘-ir’ such as J’ai fini! Je n’ai pas fini! Avez-vous fini?

- developing an awareness of , and some direct object such as Je l'aime with reflexive , with support such as Je me lève. Je me brosse les dents.
- expressing negation in simple structures and colloquial expressions such as Je ne sais pas; Elle ne mange pas; Tu ne viens pas? Pas du tout!
- recognising the difference between definite and indefinite , and how to refer to a specific or unspecific person, place or object such as Tu manges la pomme, j'achète un livre, une vache énorme, le climat français
- observing the relationship between and endings using je/tu/il/elle with present of associated with familiar actions and environments, for example, understanding the relationship in il chante bien, je suis fatigué, tu aimes le yaourt, elle est en classe.

Students learn to:

## **recognise French language conventions, grammatical structures and basic syntax in different contexts**

(AC9LF4U02)

### **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

#### **Social management**

- Communication

#### **Elaborations**

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

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

- Communicate responsively

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Number sense and algebra**

- Number and place value

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

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

- Communicate responsively

#### **Social management**

- Communication

#### **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Présentation personnelle (Self introduction)**

### **WS02 - Décrire un animal (Describing an animal)**

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

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

##### **Content description**

AC9LF4U02

##### **Continuum extract**

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

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

#### **Snapshot – Grammar**

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

##### **Content description**

AC9LF4U02

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

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

##### **Grammatical accuracy**

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

##### **Group and word level**

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

##### **Sentence level**

- writes coherent simple sentences to express an idea or event

##### **Whole text level**

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

##### **Grammatical accuracy**

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

##### **Group and word level**

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes

- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

#### **Sentence level**

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

#### **Whole text level**

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

#### **Grammatical accuracy**

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

#### **Group and word level**

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

#### **Sentence level**

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

#### **Whole text level**

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U02

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF4U02

using an increasing range of adjectives, including bizarre, magnifique, formidable, and additional gender forms and agreements such as blanc/blanche, gros/grosse, le chat blanc, la souris blanche

##### **Continuum extract**

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

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U02

using an increasing range of adjectives, including bizarre, magnifique, formidable , and additional gender forms and agreements such as blanc/blanche, gros/grosse, le chat blanc, la souris blanche

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U02

using some adverbs to elaborate on simple statements, for example, elle mange lentement, je chante doucement, il parle très vite

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U02

using prepositions such as à gauche, à droite, à côté de to indicate direction or location

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U02

strengthening vocabulary knowledge by making connections with known words such as le marché, le supermarché, le marchand

##### **Continuum extract**

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

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

### **Snapshot – Number and place value**

#### **Numeracy: Number sense and algebra: Number and place value**

##### **Content description**

AC9LF4U02

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

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

### **Numeral recognition and identification**

- identifies, names, writes and interprets numerals up to 20 20 2 0 (e.g. when shown the numerals 4 , 17 , 9 4 , 17 , 9 4 , 1 7 , 9 and 16 16 1 6 and asked, "which is 16 16 1 6 ?", points to the numeral 16 16 1 6 or when shown the numeral 17 17 1 7 says its correct name; when role-playing simple money transactions, counts out 9 9 9 one-dollar coins to pay for an item that costs \$ 9 \ \$9 \$ 9
- identifies and uses the 1 – 9 1–9 1 – 9 repeating sequence in the writing of teen numerals
- identifies a whole quantity as the result of recognising smaller quantities up to 20 20 2 0 (e.g. uses part-part-whole knowledge of numbers to solve problems)

### **Developing place value**

- orders numbers from 1 – 20 1–20 1 – 2 0 (e.g. determines the largest number from a group of numbers in the range from one to 20 20 2 0 ; students are allocated a number between one and 20 20 2 0 and asked to arrange themselves in numerical order)
- represents and describes teen numbers as 10 10 1 0 and some more (e.g. 16 16 1 6 is 10 10 1 0 and 6 6 6 more; uses ten-frames to represent teen numbers)

### **Numeral recognition and identification**

- identifies, names, writes and interprets numerals up to and beyond 100 100 1 0 0 (e.g. is shown the numerals 70 , 38 , 56 70, 38, 56 7 0 , 3 8 , 5 6 and 26 26 2 6 and when asked "which is 38 38 3 8 ?", identifies the numeral 38 38 3 8 ; writes 18 , 81 18, 81 1 8 , 8 1 and 108 108 1 0 8 with the digits in the correct position; compares the class sizes in a particular year level to determine which class has the greatest number of students)
- identifies the 1 – 9 1-9 1 – 9 repeating sequence of digits, both in and between the decade numerals to order numbers and to predict the number that comes before or after another number (e.g. uses hundreds charts or vertical number lists)
- identifies zero as both a number and a placeholder for reading and writing larger numerals, denoted by the numeral 0 0 0

### **Place value**

- uses knowledge of place value to order numbers represented as numerals within the range of zero to at least 100 100 1 0 0 (e.g. locates the number 21 21 2 1 on a number line between 20 20 2 0 and 22 22 2 2 ; re-orders a set of numerals from least to greatest)
- represents and renames two-digit numbers as counts of tens and ones (e.g. 68 68 6 8 is 6 6 6 tens and 8 8 8 ones, 68 68 6 8 ones, or 60 + 8 60 + 8 6 0 + 8 ; uses physical or virtual materials such as bundles of 10 10 1 0 tooth picks or base 10 10 1 0 blocks)

### **Numeral recognition and identification**

- identifies, names, writes and interprets a numeral from a range of numerals up to 1000 1000 1 0 0 0 (e.g. is shown the numerals 70 , 318 , 576 70, 318, 576 7 0 , 3 1 8 , 5 7 6 and 276 276 2 7 6 and when asked "which is 276 276 2 7 6 ?" identifies 276 276 2 7 6 ; compares the number of kilojoules in different energy drinks by reading the dietary information )

### **Place value**

- orders and flexibly renames three-digit numbers according to their place value (e.g. 247 247 2 4 7 is 2 2 2 hundreds, 4 4 4 tens and 7 7 7 ones or 2 2 2 hundreds and 47 47 4 7 ones or 24 24 2 4 tens and 7 7 7 ones)
- applies an understanding of zero in place value notation when reading and writing numerals that include internal zeros (e.g. says 807 807 8 0 7 as 8 8 8 hundred and 7 7 7 or 80 80 8 0 tens and 7 7 7 ones, not 80 80 8 0 and 7 7 7 )

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4U02

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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



## **Content description**

AC9LF4U02

recognising and beginning to use common verb conjugations such as regular ‘-er’ verbs

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4U02

using modelled common irregular verbs such as être, avoir, aller, faire: Je suis intelligent(e); Tu as quel âge? Comment allez-vous? Je fais le petit déjeuner. Il va à la plage.

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4U02

recognising modelled ‘-ir’ verb phrases such as J’ai fini! Je n’ai pas fini! Avez-vous fini?

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF4U02

developing an awareness of verb tenses, and some direct object pronouns such as Je l’aime with reflexive verbs, with modelled support such as Je me lève. Je me brosse les dents.

#### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF4U02

expressing negation in simple sentence structures and colloquial expressions such as Je ne sais pas; Elle ne mange pas; Tu ne viens pas? Pas du tout!

#### **Continuum extract**

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

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and

linguistic groups respond

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U02

expressing negation in simple sentence structures and colloquial expressions such as Je ne sais pas; Elle ne mange pas; Tu ne viens pas? Pas du tout!

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U02

recognising the difference between definite and indefinite articles, and how to refer to a specific or unspecific person, place or object such as Tu manges la pomme, j'achète un livre, une vache énorme, le climat français

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF4U02

observing the relationship between subject pronouns and verb endings using je/tu/il/elle with present tense of verbs associated with familiar actions and environments, for example, understanding the relationship in il chante bien, je suis fatigué, tu aimes le yaourt, elle est en classe.

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF4U02

observing the relationship between subject pronouns and verb endings using je/tu/il/elle with present tense of verbs associated with familiar actions and environments, for example, understanding the relationship in il chante bien, je suis fatigué, tu aimes le yaourt, elle est en classe.

##### **Continuum extract**

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

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

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

## AC9LF4U03

### recognise familiar French and compare with those of English, in known

- 
- 

#### Elaborations

- identifying and comparing key in French and English versions of favourite stories, for example , comparing La chenille qui fait des trous and The Very Hungry Caterpillar, or La vieille dame qui avala une mouche and The Old Woman Who Swallowed a Fly , and considering the and vocal effects in the 2 versions
- understanding that French has close connections to other which have shared histories and many similar such as the English, French, Italian and Spanish for 'the bank', la banque, la banca, el banco, and the for 'art', l'art, l'arte, el arte
- discovering French used in English ( le restaurant, le café, le chauffeur, le ballet, le croissant, etc .) and English used by French speakers ( le coach, le blog, Internet, le football, le burger, le sandwich, le denim, etc .) and comparing how they are pronounced by French and English speakers
- noticing and applying features of familiar types of (greetings, requests, weather reports, postcards, recipes, etc.), and recognising how different textual elements combine to make meaning, for example, the images, font and of a webpage; the layout, title and illustrations in a picture book; the highlighting of names, dates and times on an invitation, and using templates and/or the appropriate scaffold
- recognising features of a simple spoken or written in French, such as a verbal greeting or a written message, for example, noting terms of and ways of signing off, and making comparisons with similar in English
- finding examples of shortened forms in colloquial French (le resto, le frigo, le foot, le prof, etc. ), comparing with the use of abbreviations in Australian English (brekkie, arvo, etc.), and considering when or how they are used

Students learn to:

### recognise familiar French language features and compare with those of English, in known

(AC9LF4U03)

#### 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

#### Analysing

- Interpret concepts and problems

#### 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

#### Analysing

- Interpret concepts and problems

### **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

## **Resources**

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

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

##### **Content description**

AC9LF4U03

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF4U03

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4U03

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF4U03

identifying and comparing key words in French and English versions of favourite stories, for example , comparing La chenille qui fait des trous and The Very Hungry Caterpillar, or La vieille dame qui avala une mouche and The Old Woman Who Swallowed a Fly , and considering the rhythms and vocal effects in the 2 versions

### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LF4U03

understanding that French has close connections to other languages which have shared histories and many similar words such as the English, French, Italian and Spanish word for ‘the bank’, la banque, la banca, el banco, and the word for ‘art’, l’art, l’arte, el arte

### **Continuum extract**

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

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

## **Snapshot – 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**

AC9LF4U03

understanding that French has close connections to other languages which have shared histories and many similar words such as the English, French, Italian and Spanish word for ‘the bank’, la banque, la banca, el banco, and the word for ‘art’, l’art, l’arte, el arte

### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF4U03

discovering French words used in English ( le restaurant, le café, le chauffeur, le ballet, le croissant, etc .) and English words used by French speakers ( le coach, le blog, Internet, le football, le burger, le sandwich, le denim, etc .) and comparing how they are pronounced by French and English speakers

### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4U03

discovering French words used in English ( le restaurant, le café, le chauffeur, le ballet, le croissant, etc .) and English words used by French speakers ( le coach, le blog, Internet, le football, le burger, le sandwich, le denim, etc .) and comparing how they are pronounced by French and English speakers

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF4U03

##### **Continuum extract**

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

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

### **Snapshot – 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**

AC9LF4U03

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF4U03

##### **Continuum extract**

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

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

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

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

### **Content description**

AC9LF4U03

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF4U03

finding examples of shortened noun forms in colloquial French (le resto, le frigo, le foot, le prof, etc. ), comparing with the use of abbreviations in Australian English (brekkie, arvo, etc.), and considering when or how they are used

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LF4U03

finding examples of shortened noun forms in colloquial French (le resto, le frigo, le foot, le prof, etc. ), comparing with the use of abbreviations in Australian English (brekkie, arvo, etc.), and considering when or how they are used

### **Continuum extract**

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

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

**AC9LF4U04**

## **identify connections between French and cultural practices**

•

### **Elaborations**

- recognising that there are many different variations of French spoken in different cultural in countries and regions of the world such as le Québec, le Sénégal, le Maroc, la Suisse, la Réunion, la Nouvelle Calédonie , involving different , and vocabulary, for example, understanding that un pain au chocolat is une chocolatine in the south of France
- identifying elements of French that feel most different from their own ( of some sounds, such as la bise , facial expressions, etc.) and describing what they are confident in, what they feel unsure of, and what they most enjoy
- noticing how they with each other, their families and teachers, and understanding that carries information about the people who use it, and that common expressions often reflect cultural , for example, understanding that French terms of affection used with children often relate to either food or animals, mon petit chou, mon lapin, ma puce
- exploring representations of information, such as symbols used in cultural expressions of First Nations Australians, and making connections with those of French and
- identifying ways in which French and (cuisine, fashion, etc.) influence the lives of Australians

Students learn to:

## **identify connections between French language and cultural practices**

(AC9LF4U04)

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

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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

### **Elaborations**

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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

### **Self-awareness**

- Reflective practice

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

- Communicate responsively
- Develop empathy

#### **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.

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

- Reflect on the relationship between cultures and identities

### **Resources**

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

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



## **Content description**

AC9LF4U04

### **Continuum extract**

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

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

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

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

## **Content description**

AC9LF4U04

### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

## **Content description**

AC9LF4U04

recognising that there are many different variations of French spoken in different cultural contexts in countries and regions of the world such as le Québec, le Sénégal, le Maroc, la Suisse, la Réunion, la Nouvelle Calédonie , involving different accents, dialects and vocabulary, for example, understanding that un pain au chocolat is une chocolatine in the south of France

### **Continuum extract**

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

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

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

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

## **Content description**

AC9LF4U04

recognising that there are many different variations of French spoken in different cultural contexts in countries and regions of the world such as le Québec, le Sénégal, le Maroc, la Suisse, la Réunion, la Nouvelle Calédonie , involving different accents, dialects and vocabulary, for example, understanding that un pain au chocolat is une chocolatine in the south of France

### **Continuum extract**

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

- explore examples of cultural practices that draw themselves, family and friends together,

identifying how respect is conveyed

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF4U04

identifying elements of French language that feel most different from their own (pronunciation of some sounds, gestures such as la bise, facial expressions, etc.) and describing what they are confident in, what they feel unsure of, and what they most enjoy

### **Continuum extract**

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

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

### **Snapshot – Reflective practice**

## **Personal and Social capability: Self-awareness: Reflective practice**

### **Content description**

AC9LF4U04

identifying elements of French language that feel most different from their own (pronunciation of some sounds, gestures such as la bise, facial expressions, etc.) and describing what they are confident in, what they feel unsure of, and what they most enjoy

### **Continuum extract**

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

- describe what they have discovered about themselves by engaging with feedback
- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF4U04

noticing how they communicate with each other, their families and teachers, and understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, for example, understanding that French terms of affection used with children often relate to either food or animals, mon petit chou, mon lapin, ma puce

### **Continuum extract**

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

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

### **Snapshot – Develop empathy**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy**

### **Content description**

AC9LF4U04

noticing how they communicate with each other, their families and teachers, and understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, for example, understanding that French terms of affection used with children often relate to either food or animals, mon petit chou, mon lapin, ma puce

### **Continuum extract**

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

- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

## **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**

AC9LF4U04

noticing how they communicate with each other, their families and teachers, and understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, for example, understanding that French terms of affection used with children often relate to either food or animals, mon petit chou, mon lapin, ma puce

### **Continuum extract**

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

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

## **Snapshot – 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**

AC9LF4U04

### **Continuum extract**

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

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