

## **(no-code)**

**recognise and respond to classroom-related greetings, instructions and routines; and personal introductions**

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### **Elaborations**

- introducing themselves, for example, Comment t'appelles-tu? Je m'appelle ... et toi? Ça va bien? Ça va très bien, merci et toi? and responding to greetings using cultural when appropriate, for example, kissing both cheeks when greeting friends and relatives, or shaking hands
- responding to basic classroom instructions using simple imperative forms, for example, Viens ici! Écoutez bien! Écrivez votre nom.
- using simple descriptive or expressive statements to describe themselves and to express likes, preferences or feelings, for example, Moi, j'ai cinq ans; Je suis australien; J'aime le sport; Je préfère la danse; Je suis très content.
- responding to simple on topics such as home, school or pets, using supporting and , for example, C'est qui? C'est Maman. Qu'est-ce que c'est? C'est une chaise. Où est ...? Il est ... C'est un chien? Oui. Non ... C'est un chat!
- using French for everyday such as thanking, apologising, and offering wishes or congratulations, for example, Merci beaucoup! De rien. Oh, désolé(e); Bon anniversaire!
- using and simple statements to comment on photographs to simple information with their classmates
- using puppets to perform role-play greetings, classroom and instructions, and information about self
- exchanging cards for special occasions

Students learn to:

**recognise and respond to modelled classroom-related greetings, instructions and r  
personal introductions**

(AC9LF2C01)

### **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**

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

- Communicate responsively

#### **Social management**

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- Communication

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- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

## **WS02 - Ca va? (How are you?)**

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF2C01

##### **Continuum extract**

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

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

### **Snapshot – Interacting**

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

##### **Content description**

AC9LF2C01

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

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- 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")

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2C01

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF2C01

introducing themselves, for example, Comment t'appelles-tu? Je m'appelle ... et toi? Ça va bien? Ça va très bien, merci et toi? and responding to greetings using cultural gestures when appropriate, for example, kissing both cheeks when greeting friends and relatives, or shaking hands

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LF2C01

introducing themselves, for example, Comment t'appelles-tu? Je m'appelle ... et toi? Ça va bien? Ça va très bien, merci et toi? and responding to greetings using cultural gestures when appropriate, for example, kissing both cheeks when greeting friends and relatives, or shaking hands

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- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

### **Content description**

AC9LF2C01

responding to basic classroom instructions using simple imperative verb forms, for example, Viens ici! Écoutez bien! Écrivez votre nom.

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

### **Content description**

AC9LF2C01

using simple descriptive or expressive statements to describe themselves and to express likes, preferences or feelings, for example, Moi, j'ai cinq ans; Je suis australien; J'aime le sport; Je préfère la danse; Je suis très content.

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

# **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsibly**

## **Content description**

AC9LF2C01

responding to simple questions on topics such as home, school or pets, using supporting intonation and gestures, for example, C'est qui? C'est Maman. Qu'est-ce que c'est? C'est une chaise. Où est ...? Il est ... C'est un chien? Oui. Non ... C'est un chat!

## **Continuum extract**

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

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

## **Snapshot – Communication**

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

## **Content description**

AC9LF2C01

responding to simple questions on topics such as home, school or pets, using supporting intonation and gestures, for example, C'est qui? C'est Maman. Qu'est-ce que c'est? C'est une chaise. Où est ...? Il est ... C'est un chien? Oui. Non ... C'est un chat!

## **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

## **Content description**

AC9LF2C01

using formulaic French phrases for everyday interactions such as thanking, apologising, and offering wishes or congratulations, for example, Merci beaucoup! De rien. Oh, désolé(e); Bon anniversaire!

## **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

## **Content description**

AC9LF2C01

## **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
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## **Snapshot – Communication**

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

## **Content description**

AC9LF2C01

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## **Snapshot – Communication**

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

#### **Content description**

AC9LF2C01

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **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.

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## **Resource – WS02 - Ca va? (How are you?)**

By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that

language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## **AC9LF2C01**

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

## **AC9LF2C02**

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

## **AC9LF2C05**

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

## **AC9LF2U01**

recognise and imitate the sounds and rhythms of French

## **AC9LF2U02**

recognise that the Roman alphabet is used to construct meaning in texts in French

## **AC9LF2C02**

**participate in a range of guided, play-based using expressions, visual and spoken**

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### **Elaborations**

- reciting an expanded range of action songs and raps with greater independence
- using classroom labels or walls to participate in play-based experiences, for example, using such as la porte, la fenêtre, le jardin to make a house with blocks or using pretend food items to make la cantine
- playing hide and seek with classroom objects, for example, Où est le crayon? Sous la table ... Dans le tiroir ...
- participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple forms and affirmative and negative responses, for example, Tu as un sept? Oui, voilà! Et toi, tu as le jaune? Non, j'ai le vert.
- taking turns in games and action songs that involve choice and negotiation, for example, choosing or exchanging matching cards or playing memory games such as Au marché - Donne-moi deux pommes, s'il te plaît; Donne-moi deux pommes et trois carottes; Voilà/voici ... merci; C'est ton tour.
- adapting familiar outdoor games such as Simon Says, Fruit Salad, What's the Time Mr Wolf, Hopscotch into French, for example, Jacques a dit.
- taking turns to be a fitness instructor for classroom body breaks, using the imperative to give instructions, for example, sautez, marchez, tournez, à gauche, à droite

Students learn to:

**participate in a range of guided, play-based language activities using formulaic expressions and spoken cues**

(AC9LF2C02)

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

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

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication
- Collaboration

#### **Elaborations**

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

#### **Social management**

- Communication

### **Social management**

- Communication
- Collaboration

### **Social management**

- Collaboration

### **Measurement and geometry**

- Understanding geometric properties

### **Number sense and algebra**

- Number and place value

### **Social management**

- Collaboration

### **Self-management**

- Perseverance and adaptability

### **Social management**

- Collaboration

### **Social management**

- Communication
- Collaboration

### **Social management**

- Collaboration

### **Resources**

### **Work Samples**

### **WS02 - Ca va? (How are you?)**

### **WS03 - Activité de chant (Singing activity)**

### **Snapshot – Interacting**

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

#### **Content description**

AC9LF2C02

#### **Learning progression extract**

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- 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")

### **Snapshot – Communication**

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

#### **Content description**

AC9LF2C02

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

#### **Snapshot – Collaboration**

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

#### **Content description**

AC9LF2C02

#### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

#### **Snapshot – Communication**

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

#### **Content description**

AC9LF2C02

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

#### **Snapshot – Communication**

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

#### **Content description**

AC9LF2C02

using classroom labels or word walls to participate in play-based experiences, for example, using words such as la porte, la fenêtre, le jardin to make a house with blocks or using pretend food items to make la cantine

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

#### **Snapshot – Collaboration**

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

#### **Content description**

AC9LF2C02

using classroom labels or word walls to participate in play-based experiences, for example, using words such as la porte, la fenêtre, le jardin to make a house with blocks or using pretend food items to make la cantine

#### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

#### **Snapshot – Collaboration**

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

#### **Content description**

AC9LF2C02

playing hide and seek with classroom objects, for example, Où est le crayon? Sous la table ... Dans le tiroir ...



## Continuum extract

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

## Snapshot – Understanding geometric properties

### Numeracy: Measurement and geometry: Understanding geometric properties

#### Content description

AC9LF2C02

participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative and negative responses, for example, Tu as un sept? Oui, voilà! Et toi, tu as le jaune? Non, j'ai le vert.

#### Learning progression extract

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

#### Familiar shapes and objects

- uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)
- locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)
- names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

#### Angles

- identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

#### Features of shapes and objects

- identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)
- sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 sides; a sphere is round like a ball)

#### Transformations

- identifies features of shapes and objects of different sizes and in different orientations in the environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)
- explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

#### Angles

- identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 right angles in a square)

#### Properties of shapes and objects

- identifies the relationship between the number of sides of a two-dimensional shape and the number of vertices (e.g. if the shape has 4 sides, it has 4 vertices)
- describes and identifies the two-dimensional shapes that form the faces of three-dimensional objects (e.g. recognises the faces of a triangular prism as triangles and rectangles)
- represents shapes and objects (e.g. drawing and sketching; model building such as skeletal models and centi-cubes; using digital drawing packages; manipulates body to create shapes and objects when choreographing dance)

#### Transformations

- determines whether a shape has line symmetry (e.g. folds paper cut-outs of basic shapes to demonstrate which has line symmetry and which does not)
- identifies symmetry in the environment
- identifies and creates geometrical patterns involving the repetition of familiar shapes (e.g. uses

pattern blocks to create a pattern and describes how the pattern was created)

### **Angles**

- compares angles to a right angle, classifying them as greater than, less than or equal to a right angle

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

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

#### **Content description**

AC9LF2C02

participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative and negative responses, for example, Tu as un sept? Oui, voilà! Et toi, tu as le jaune? Non, j'ai le vert.

#### **Learning progression extract**

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

#### **Numeral recognition and identification**

- identifies and produces familiar number names and numerals such as those associated with age or home address, but may not distinguish whether they refer to a quantity, an ordinal position or a label (e.g. "I am 5 5 5 and my sister is 7 7 7 "; "I wear the number 7 7 7 jumper"; "I live at 4 4 4 Baker Street"; "this is the number 2 2 2 ")

#### **Pre-place value**

- compares 2 2 2 collections visually and states which group has more items and which group has less
- instantly recognises collections up to 3 3 3 without needing to count and recognises small quantities as being the same or different
- uses language to describe order and place (e.g. understands "who wants to go first?"; in the middle; "who was the last person to read this book?")

#### **Numeral recognition and identification**

- identifies and names numerals in the range of 1 – 10 1–10 1 – 1 0 (e.g. when asked "which is 3 3 3 ?" points to the numeral 3 3 3 ; when shown the numeral 5 5 5 , says "that's 5 5 5 ")
- matches a quantity of items in a collection to the correct number name or numeral in the range of 1 – 10 1–10 1 – 1 0 (e.g. when shown the numeral 5 5 5 and asked to "go and collect this many items", gathers 5 5 5 items)
- identifies standard number configurations such as on standard dice or dominos and in other arrangements up to 6 6 6 , using subitising (e.g. moves a counter the correct number of places on a board game based on the roll of a dice; recognises a collection of 5 5 5 items by perceptually subitising 3 3 3 and 2 2 2 )

#### **Developing place value**

- orders numbers represented by numerals to at least 10 10 1 0 (e.g. uses number cards, or a number track and places the numerals 1 – 10 1–10 1 – 1 0 in the correct order)
- indicates the greater or lesser of 2 2 2 numbers represented by numerals in the range from one to 10 10 1 0 (e.g. when shown the numerals 6 6 6 and 3 3 3 , identifies 3 3 3 as representing the lesser amount)
- identifies smaller collections within collections to 10 10 1 0 such as numbers represented in non-standard number configurations (e.g. recognises 7 7 7 dots represented in a non-standard configuration by perceptually subitising 4 4 4 and 3 3 3 ; represents numbers less than 10 10 1 0 using five- and ten-frames)
- demonstrates that one 10 10 1 0 is the same as 10 10 1 0 ones (e.g. uses physical and virtual materials such as ten-frames and bundles of 10 10 1 0 )

#### **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)

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LF2C02

participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative and negative responses, for example, Tu as un sept? Oui, voilà! Et toi, tu as le jaune? Non, j'ai le vert.

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9LF2C02

taking turns in games and action songs that involve choice and negotiation, for example, choosing or exchanging matching cards or playing memory games such as Au marché - Donne-moi deux pommes, s'il te plaît; Donne-moi deux pommes et trois carottes; Voilà/voici ... merci; C'est ton tour.

##### **Continuum extract**

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LF2C02

taking turns in games and action songs that involve choice and negotiation, for example, choosing or exchanging matching cards or playing memory games such as Au marché - Donne-moi deux pommes, s'il te plaît; Donne-moi deux pommes et trois carottes; Voilà/voici ... merci; C'est ton tour.

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2C02

adapting familiar outdoor games such as Simon Says, Fruit Salad, What's the Time Mr Wolf, Hopscotch into French, for example, Jacques a dit.

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LF2C02

adapting familiar outdoor games such as Simon Says, Fruit Salad, What's the Time Mr Wolf, Hopscotch into French, for example, Jacques a dit.

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LF2C02

taking turns to be a fitness instructor for classroom body breaks, using the imperative to give instructions, for example, sautez, marchez, tournez, à gauche, à droite

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Resource – WS03 - Activité de chant (Singing activity)**

By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

#### **AC9LF2C02**

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

#### **AC9LF2U01**

recognise and imitate the sounds and rhythms of French

### **AC9LF2C03**

**locate, with support, key information in familiar , and respond using , images, and**

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- 

#### **Elaborations**

- recognising and assigning symbols, titles, and labels to classroom items and resources or personal possessions such as la table, le livre, l'ordinateur, la carte
- identifying key and points in a variety of , for example, Les trois petits cochons, Le petit chaperon rouge, Les amis de la ferme or Raconte et Chante, or songs
- using and visual such as and facial expressions, images, contextual clues to assist understanding

meaning in

- recognising that and are integral to communicating in for First Nations Australians, and showing examples of how this is also reflected in French and the (s) they speak at home
- making connections between information in written and images, for example, naming toys and games in catalogues such as Jouets pour les tout-petits , selecting and listing items and prices
- responding to games or songs with actions, for example, Tête, épaules, genoux, pieds
- retelling a story or information by creating a storyboard
- miming, drawing, pointing, clicking or dragging to show understanding of key points in a range of spoken, written and
- responding to by sequencing pictures and simple in the order that events occurred

Students learn to:

**locate, with support, key information in familiar texts, and respond using gestures, and formulaic phrases**

(AC9LF2C03)

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

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **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

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

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

#### **Content description**

AC9LF2C03

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic

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

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9LF2C03

#### **Learning progression extract**

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

#### **Comprehension**

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

#### **Processes**

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

#### **Vocabulary**

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

#### **Comprehension**

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

#### **Processes**

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

#### **Vocabulary**

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word

"run" in "running")

- recognises key content or repeated words in a simple text (see Text complexity)

### **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

## **Snapshot – Listening**

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

#### **Content description**

AC9LF2C03

#### **Learning progression extract**

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

- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- 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)

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

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

##### **Content description**

AC9LF2C03

recognising and assigning symbols, titles, words and labels to classroom items and resources or personal possessions such as la table, le livre, l'ordinateur, la carte

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF2C03

identifying key words and points in a variety of texts, for example, Les trois petits cochons, Le petit chaperon rouge, Les amis de la ferme or Raconte et Chante, rhymes or songs

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF2C03

##### **Continuum extract**

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

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



and digital sources

- identify and explain similarities and differences in selected information
- 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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF2C03

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF2C03

making connections between information in written texts and images, for example, naming toys and games in catalogues such as Jouets pour les tout-petits, selecting and listing items and prices

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF2C03

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LF2C03

##### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LF2C03

#### **Continuum extract**

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

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

## **AC9LF2C04**

### **notice that carries cultural meaning in classroom-related greetings, introductions, instructions and routines**

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#### **Elaborations**

- differentiating between familiar and formal , for example, Bonjour Madame! Comment allez-vous? Salut Jacques! Ça va? Merci beaucoup, Monsieur; Salut, Annie! Bisous!
- understanding for classroom instructions and routines, for example, form for the whole class
- noticing formalities in France or French-speaking communities such as handshakes or standing up to greet a visitor to the classroom
- noticing associated with , for example, the use of first names in Australian or American English compared to the use of titles and family names in French-speaking communities
- noticing hand , patterns and facial expressions that accompany some expressions in French, for example, noticing shrugs or exclamations such as Bof! Mais non! Ouf! Oh, là là!
- noticing cultural meaning in expressions such as le goûter, la rentrée or la bise

Students learn to:

### **notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines**

(AC9LF2C04)

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

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

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **Elaborations**

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

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

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

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

- Communicate responsively

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

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

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

##### **Content description**

AC9LF2C04

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

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

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

##### **Content description**

AC9LF2C04

##### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

### **Snapshot – Understanding texts**

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

##### **Content description**

AC9LF2C04

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

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

##### **Comprehension**

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

##### **Processes**

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

### **Vocabulary**

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

### **Comprehension**

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

### **Processes**

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

### **Vocabulary**

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

### **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

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

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

##### **Content description**

AC9LF2C04

differentiating between familiar and formal language, for example, Bonjour Madame! Comment allez-vous? Salut Jacques! Ça va? Merci beaucoup, Monsieur; Salut, Annie! Bisous!

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

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

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

##### **Content description**

AC9LF2C04

differentiating between familiar and formal language, for example, Bonjour Madame! Comment allez-vous? Salut Jacques! Ça va? Merci beaucoup, Monsieur; Salut, Annie! Bisous!

##### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

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

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

##### **Content description**

AC9LF2C04

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

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

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

##### **Content description**

AC9LF2C04

##### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

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

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

## **Content description**

AC9LF2C04

### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

## **Snapshot – Communicate responsively**

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

## **Content description**

AC9LF2C04

noticing hand gestures, intonation patterns and facial expressions that accompany some expressions in French, for example, noticing shrugs or exclamations such as Bof! Mais non! Ouf! Oh, là là!

### **Continuum extract**

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

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

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

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

## **Content description**

AC9LF2C04

noticing hand gestures, intonation patterns and facial expressions that accompany some expressions in French, for example, noticing shrugs or exclamations such as Bof! Mais non! Ouf! Oh, là là!

### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

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

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

## **Content description**

AC9LF2C04

noticing cultural meaning in expressions such as le goûter, la rentrée or la bise

### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

## **AC9LF2C05**

use , familiar and to spoken, written and

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- 

## **Elaborations**

- creating a mini autobiography using simple and photographs, pictures or drawings
- creating a print or digital glossary of new French and with accompanying drawings, pictures or photos
- performing poems, or simple stories such as Le Navet Géant or Boucle d'Or et les Trois Ours that include repeated and to emphasise key points, for example, chanting Au Loup!
- matching captions/labels to images of First Nations locations in their local area or elsewhere in Australia
- making simple evaluative statements about favourite in stories, or songs, for example, Il est magnifique! J'adore Minou! Elle est sympa!
- creating stories, and songs through drawings or using using simple or and captions
- using simple and statements for interviewing a classmate and creating a student profile about them, for example, Tu t'appelles comment? Tu as un animal chez toi? Tu aimes les fraises? Tu es grand?
- using puppets, and props to retell stories
- creating a display wall with pictures and captions retelling the main events of a class excursion or event

Students learn to:

**use words, familiar phrases and modelled language to create spoken, written and m**

(AC9LF2C05)

### **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

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Country/Place**

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

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

## **Resources**

### **Work Samples**

#### **WS01 - Introduction of self and friend**

#### **WS02 - Ca va? (How are you?)**

### **Snapshot – Creating texts**

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

##### **Content description**

AC9LF2C05

##### **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**

AC9LF2C05

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### **Vocabulary**

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

#### **Crafting ideas**

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

- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

### **Vocabulary**

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

### **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.")

## **Snapshot – Communication**

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

#### **Content description**

AC9LF2C05

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LF2C05

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

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

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

#### **Content description**

AC9LF2C05

#### **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2C05

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2C05

performing poems, rhymes or simple stories such as Le Navet Géant or Boucle d'Or et les Trois Ours that include repeated phrases and rhythms to emphasise key points, for example, chanting Au Loup!

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2C05

making simple evaluative statements about favourite characters in stories, rhymes or songs, for example, Il est magnifique! J'adore Minou! Elle est sympa!

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

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

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

##### **Content description**

AC9LF2C05

##### **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2C05

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2C05

using simple questions and statements for interviewing a classmate and creating a student profile about them, for example, Tu t'appelles comment? Tu as un animal chez toi? Tu aimes les fraises? Tu es grand?

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2C05

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2C05

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Resource – WS01 - Introduction of self and friend**

By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

#### **AC9LF2C05**

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

#### **AC9LF2U02**

recognise that the Roman alphabet is used to construct meaning in texts in French

### **AC9LF2U01**

**recognise and the sounds and of French**

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## Elaborations

- recognising that every has its own and sounds to make meaning by sharing sounds of the represented in the classroom
- clapping or drumming the and of French statements, and exclamations such as Comment t'appelles-tu? Je m'appelle ..., Qu'est-ce que tu prends pour le petit déjeuner? Un pain au chocolat
- understanding that patterns different meanings, as in the distinction between statements, and exclamations such as Le chocolat chaud, Le chocolat chaud? Le chocolat chaud! Tu as 6 ans. Tu as 6 ans? Tu as 6 ans!
- building phonic awareness by experimenting with sounds, focusing on those that are initially difficult such as ' u' (tu), ' r' (très rapide) and ' -ion' (attention!) and closely to distinguish between sounds such as bon, bien, beau or chien, chat and champ
- imitating the , phrasing and of French songs, nursery and tongue twisters such as the virelangue – les chaussettes de l'archiduchesse sont-elles sèches, archi-sèches?
- recognising the nasal sounds in French, for example, ' on' in mon and ' an' in dans
- noticing the possible confusion between how 'g' and 'j' are pronounced in English and French
- noticing how the letter 'h' in French is always silent, but can act as a or
- noticing sounds at the end of certain French that are unspoken, for example, chat/chats, riz, deux, cahier
- recognising basic sound in French and how these may differ from English, for example, ' ch' in château ; 'ille' in famille

Students learn to:

## recognise and imitate the sounds and rhythms of French

(AC9LF2U01)

## 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

### Reading and viewing

- Phonic knowledge and word recognition

### 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

### Social management

- Communication

### Engaging with cultural and linguistic diversity

- Communicate responsively

### Social management

- Communication

### Social management

- Communication

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS02 - Ca va? (How are you?)**

### **WS03 - Activité de chant (Singing activity)**

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF2U01

#### **Continuum extract**

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

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

## **Snapshot – Phonic knowledge and word recognition**

### **Literacy: Reading and viewing: Phonic knowledge and word recognition**

#### **Content description**

AC9LF2U01

#### **Learning progression extract**

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

#### **Phonic knowledge**

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

#### **Word recognition**

- reads most common high-frequency words (e.g. 100 or more) in continuous text

#### **Phonic knowledge**

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

## **Word recognition**

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

## **Phonic knowledge and word recognition**

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

## **Snapshot – Communication**

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

#### **Content description**

AC9LF2U01

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF2U01

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF2U01

clapping or drumming the rhythm and intonation of French statements, questions and exclamations such as Comment t'appelles-tu? Je m'appelle ..., Qu'est-ce que tu prends pour le petit déjeuner? Un pain au chocolat

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LF2U01

understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations such as Le chocolat chaud, Le chocolat chaud? Le chocolat

chaud! Tu as 6 ans. Tu as 6 ans? Tu as 6 ans!

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

#### **Content description**

AC9LF2U01

building phonic awareness by experimenting with sounds, focusing on those that are initially difficult such as ‘u’ (tu), ‘r’ (très rapide) and ‘-ion’ (attention!) and listening closely to distinguish between sounds such as bon, bien, beau or chien, chat and champ

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

#### **Content description**

AC9LF2U01

imitating the pronunciation, phrasing and intonation of French songs, nursery rhymes and tongue twisters such as the virelangue – les chaussettes de l'archiduchesse sont-elles sèches, archi-sèches?

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

#### **Content description**

AC9LF2U01

recognising the nasal sounds in French, for example, ‘on’ in mon and ‘an’ in dans

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF2U01

### **Continuum extract**

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

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



## **Snapshot – Communication**

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

#### **Content description**

AC9LF2U01

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LF2U01

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LF2U01

noticing sounds at the end of certain French words that are unspoken, for example, chat/chats, riz, deux, cahier

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF2U01

recognising basic sound blends in French and how these may differ from English, for example, 'ch' in château ; 'ille' in famille

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LF2U01

recognising basic sound blends in French and how these may differ from English, for example, 'ch' in château ; 'ille' in famille

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations

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

## **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 – WS02 - Ca va? (How are you?)**

By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

### **AC9LF2C01**

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

### **AC9LF2C02**

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

### **AC9LF2C05**

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

## **AC9LF2U01**

recognise and imitate the sounds and rhythms of French

## **AC9LF2U02**

recognise that the Roman alphabet is used to construct meaning in texts in French

### **Resource – WS03 - Activité de chant (Singing activity)**

By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## **AC9LF2C02**

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

## **AC9LF2U01**

recognise and imitate the sounds and rhythms of French

## **AC9LF2U02**

**recognise that the is used to construct meaning in in French**

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### **Elaborations**

- becoming familiar with the French alphabet, noticing similarities to and differences from English, for example, double-v, i-grec
- recognising that French uses the like English, but unlike English, French has
- noticing that the use of can change the sound of letters, for example, noticing that a cedilla makes a 'c' sound like an 's' - ç , and the use of acute and grave
- recognising familiar and in French that look, sound and have the same meaning in French as in English
- exploring the similarity to English of the French + +object structure such as Je mange la pomme; Tu as le cahier.
- noticing that there are different types of such as picture books, nursery , tongue twisters, lists, signs, etc.
- recognising that French uses lower for days of the week and months of the year and the date, for example, dimanche, juillet, Aujourd'hui c'est le lundi 2 janvier.
- noticing that French uses definite and indefinite in singular or forms such as une fille, le concert, les croissants, including the l' form for beginning with a or the letter 'h' such as l'hiver, l'école; and un chapeau, une chaise, des amis
- developing the use of appropriate to identify people, for example, Je m'appelle Adam, et toi, tu t'appelles comment? Comment allez-vous?

Students learn to:

**recognise that the Roman alphabet is used to construct meaning in texts in French**

(AC9LF2U02)

### **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

### **Reading and viewing**

- Phonic knowledge and word recognition

### **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

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

- Communicate responsively

### **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

### **Social management**

- Communication

### **Resources**

### **Work Samples**

### **WS01 - Introduction of self and friend**

### **WS02 - Ca va? (How are you?)**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF2U02

### **Continuum extract**

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

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

### **Snapshot – Phonic knowledge and word recognition**

**Literacy: Reading and viewing: Phonic knowledge and word recognition**

## **Content description**

AC9LF2U02

### **Learning progression extract**

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

#### **Phonic knowledge**

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

#### **Word recognition**

- reads most common high-frequency words (e.g. 100 or more) in continuous text

#### **Phonic knowledge**

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

#### **Word recognition**

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

#### **Phonic knowledge and word recognition**

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

### **Snapshot – Communication**

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

## **Content description**

AC9LF2U02

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

## **Content description**

AC9LF2U02

becoming familiar with the French alphabet, noticing similarities to and differences from English, for example, double-v, i-grec

## **Continuum extract**

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

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

## **Snapshot – Communication**

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

## **Content description**

AC9LF2U02

becoming familiar with the French alphabet, noticing similarities to and differences from English, for example, double-v, i-grec

## **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communicate responsively**

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

## **Content description**

AC9LF2U02

## **Continuum extract**

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

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

## **Snapshot – Communication**

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

## **Content description**

AC9LF2U02

## **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

## **Content description**

AC9LF2U02

noticing that the use of accent marks can change the sound of letters, for example, noticing that a cedilla makes a 'c' sound like an 's' - ç , and the use of acute and grave accents

## **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2U02

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2U02

exploring the similarity to English of the French subject+verb+object structure such as Je mange la pomme; Tu as le cahier.

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2U02

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF2U02

recognising that French uses lower case for days of the week and months of the year and the date, for example, dimanche, juillet, Aujourd'hui c'est le lundi 2 janvier.

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2U02

recognising that French uses lower case for days of the week and months of the year and the date, for example, dimanche, juillet, Aujourd'hui c'est le lundi 2 janvier.

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2U02

noticing that French uses definite and indefinite articles in singular or plural forms such as une fille, le concert, les croissants, including the l' form for nouns beginning with a vowel or the letter 'h' such as l'hiver, l'école; and un chapeau, une chaise, des amis

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

##### **Content description**

AC9LF2U02

developing the use of appropriate pronouns to identify people, for example, Je m'appelle Adam, et toi, tu t'appelles comment? Comment allez-vous?

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Resource – WS01 - Introduction of self and friend**

By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

#### **AC9LF2C05**

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

#### **AC9LF2U02**

recognise that the Roman alphabet is used to construct meaning in texts in French

### **AC9LF2U03**

#### **notice that French has features that may be similar to or different from English**

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##### **Elaborations**

- noticing that French and English use punctuation such as full stops, capital letters, commas and marks
- noticing that usually follow the in French, for example, le chien noir, le papillon rose, whereas usually precede the in English



- becoming aware of grammatical gender, noticing and using masculine or feminine forms of and such as le chien, la maison, le petit garçon, la petite fille, le copain, la copine
- developing number knowledge and identifying the similarities and differences in using cardinal and ordinal numbers, for example, using ordinals throughout the month in English but only for the first of each month in French, le premier mars, le 2 juin

Students learn to:

**notice that French has features that may be similar to or different from English**

(AC9LF2U03)

### **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

#### **Elaborations**

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

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

- Communicate responsively

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

- Communicate responsively

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

- Communicate responsively

#### **Measurement and geometry**

- Measuring time

#### **Resources**

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

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

#### **Content description**

AC9LF2U03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LF2U03

noticing that adjectives usually follow the noun in French, for example, le chien noir, le papillon rose, whereas adjectives usually precede the noun in English

#### **Continuum extract**

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

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

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

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

## **Content description**

AC9LF2U03

becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives such as le chien, la maison, le petit garçon, la petite fille, le copain, la copine

## **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

## **Content description**

AC9LF2U03

developing number knowledge and identifying the similarities and differences in using cardinal and ordinal numbers, for example, using ordinals throughout the month in English but only for the first of each month in French, le premier mars, le 2 juin

## **Continuum extract**

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

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

## **Snapshot – Measuring time**

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

## **Content description**

AC9LF2U03

developing number knowledge and identifying the similarities and differences in using cardinal and ordinal numbers, for example, using ordinals throughout the month in English but only for the first of each month in French, le premier mars, le 2 juin

## **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 12 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)

## **AC9LF2U04**

**notice that people use in ways that reflect cultural practices**

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### **Elaborations**

- understanding that the world has many different
- noticing that many from different parts of the world are spoken in Australia and may be represented in their classroom
- recognising that French is spoken in many places around the world and using a print or digital world map to highlight Francophone countries
- exploring symbols used by First Nations Australians and those used in French-speaking communities in a range of , for example, finding out what the symbols on flags represent
- understanding that learning French involves ways of using that may be unfamiliar, for example, using merci when refusing an offer, and understanding that some ways of behaving and thinking may be unfamiliar, such as the importance of food in some family and regional traditions or ways of expressing or describing feelings or relationships
- comparing to different messages, for example, pointing to their eye and saying Mon œil! in French meaning that they think someone is not telling the truth
- recognising that cultural aspects like music, dance, food, celebrations and games are connected to , for example, eating pancakes on Mardi Gras , making la bûche de Noël for Christmas
- recognising that have borrowed from other , and that many French are used in English and many English are used in French such as le weekend, le parking, le cowboy

Students learn to:

**notice that people use language in ways that reflect cultural practices**

(AC9LF2U04)

### **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 .

## **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

## **Inquiring**

- Identify, process and evaluate information

## **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.

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

- Communicate responsively
- Develop multiple perspectives
- Develop empathy

## **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

## **Resources**

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

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

#### **Content description**

AC9LF2U04

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF2U04

#### **Continuum extract**

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

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

### **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**

## **relationship between cultures and identities**

### **Content description**

AC9LF2U04

#### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- 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

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

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

### **Content description**

AC9LF2U04

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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

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

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

### **Content description**

AC9LF2U04

#### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- 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

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

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

### **Content description**

AC9LF2U04

#### **Continuum extract**

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

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

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

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

### **Content description**

AC9LF2U04

## **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- 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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LF2U04

understanding that learning French involves ways of using language that may be unfamiliar, for example, using merci when refusing an offer, and understanding that some ways of behaving and thinking may be unfamiliar, such as the importance of food in some family and regional traditions or ways of expressing or describing feelings or relationships

#### **Continuum extract**

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

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

## **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9LF2U04

understanding that learning French involves ways of using language that may be unfamiliar, for example, using merci when refusing an offer, and understanding that some ways of behaving and thinking may be unfamiliar, such as the importance of food in some family and regional traditions or ways of expressing or describing feelings or relationships

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

## **Snapshot – Develop empathy**

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

#### **Content description**

AC9LF2U04

understanding that learning French involves ways of using language that may be unfamiliar, for example, using merci when refusing an offer, and understanding that some ways of behaving and thinking may be unfamiliar, such as the importance of food in some family and regional traditions or ways of expressing or describing feelings or relationships

#### **Continuum extract**

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- 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

### **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**

AC9LF2U04

understanding that learning French involves ways of using language that may be unfamiliar, for example, using merci when refusing an offer, and understanding that some ways of behaving and thinking may be unfamiliar, such as the importance of food in some family and regional traditions or ways of expressing or describing feelings or relationships

##### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- 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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LF2U04

comparing gestures to convey different messages, for example, pointing to their eye and saying Mon œil! in French meaning that they think someone is not telling the truth

##### **Continuum extract**

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

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

### **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**

AC9LF2U04

recognising that cultural aspects like music, dance, food, celebrations and games are connected to culture, for example, eating pancakes on Mardi Gras, making la bûche de Noël for Christmas

##### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- 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

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

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

##### **Content description**

AC9LF2U04

recognising that languages have words borrowed from other languages, and that many French words are used in English and many English words are used in French such as le weekend, le parking, le cowboy

### **Continuum extract**

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

- identify the main parts of a concept or problem
- 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