

## **(no-code)**

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

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### **Elaborations**

- greeting classmates and teacher, for example, Selamat pagi, Apa kabar? Baik, terima kasih. Kurang baik. Sampai jumpa
- responding to teacher directions, for example, duduklah, diamlah, dengarkanlah, berdirilah, lihatlah, cucilah tangan dulu, pakailah topi
- following classroom instructions, for example, ambillah gunting dan lem, tutuplah pintu, jangan berlari, berjalanlah, jangan berbicara, ayo menyanyi, ayo berdansa
- asking for permission, for example, Boleh saya ke kamar kecil? Boleh saya pinjam pensilmu?
- using everyday Indonesian expressions, for example, maaf, permisi, terima kasih, silakan, sama-sama, ayo
- responding to such as Apa ini/itu? Ada berapa ...? Apa warna pensil ini? and Siapa ini? in relation to images
- introducing and giving descriptions of self, family members, pets and favourite objects using , for example, Nama saya ..., Saya pandai bermain bola ...; Bapak saya tinggi; Anjing saya ...
- expressing preferences such as choosing objects, for example, Saya mau ..., Saya tidak mau ..., Saya suka ..., Saya kurang suka ..., Saya suka sekali ...
- sharing information about the (s) they speak at home, for example, Saya orang Cina. Saya berbahasa Bahasa Cina
- using spontaneous Indonesian exclamations when with peers, for example, Aduh! Wah! Bagus! Hebat! Hati-hati!

Students learn to:

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

(AC9LIN2C01)

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

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

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

- Communicate responsively

#### **Speaking and listening**

- Interacting

### **Elaborations**

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

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

### **Social management**

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### **Resources**

### **Work Samples**

## **WS03 - Kamu suka bermain apa? (What do you like to play?)**

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LIN2C01

#### **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**

AC9LIN2C01

#### **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 – Communicate responsively**

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

### **Content description**

AC9LIN2C01

greeting classmates and teacher, for example, Selamat pagi, Apa kabar? Baik, terima kasih. Kurang baik. Sampai jumpa

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

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### **Snapshot – Communication**

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

### **Content description**

AC9LIN2C01

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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**

AC9LIN2C01

responding to teacher directions, for example, duduklah, diamlah, dengarkanlah, berdirilah, lihatlah, cucilah tangan dulu, pakailah topi

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

### **Content description**

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following classroom instructions, for example, ambillah gunting dan lem, tutuplah pintu, jangan berlari, berjalanlah, jangan berbicara, ayo menyanyi, ayo berdansa

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LIN2C01

asking for permission, for example, Boleh saya ke kamar kecil? Boleh saya pinjam pensilmu?

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

### **Content description**

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using everyday Indonesian formulaic expressions, for example, maaf, permisi, terima kasih, silakan, sama-sama, ayo

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

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responding to questions such as Apa ini/itu? Ada berapa ...? Apa warna pensil ini? and Siapa ini? in relation to images

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

### **Content description**

AC9LIN2C01

introducing and giving descriptions of self, family members, pets and favourite objects using modelled language structures, for example, Nama saya ..., Saya pandai bermain bola ...; Bapak saya tinggi; Anjing saya ...

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

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LIN2C01

expressing preferences such as choosing objects, for example, Saya mau ..., Saya tidak mau ..., Saya suka ..., Saya kurang suka ..., Saya suka sekali ...

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

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LIN2C01

sharing information about the language(s) they speak at home, for example, Saya orang Cina. Saya berbahasa Bahasa Cina

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

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LIN2C01

using spontaneous Indonesian exclamations when interacting with peers, for example, Aduh! Wah! Bagus! Hebat! Hati-hati!

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

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## Resource – WS03 - Kamu suka bermain apa? (What do you like to play?)

By the end of Year 2, students use Indonesian 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 spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Indonesian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

### AC9LIN2C01

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

### AC9LIN2C02

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

### AC9LIN2C03

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

### AC9LIN2U02

recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian

### AC9LIN2U03

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

### AC9LIN2C02

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

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#### Elaborations

- participating in board games and requiring turn-taking such as lompat tali, kelereng, congklak, Gajah-Semut-Orang, and Hom Pila Hom Pim Pah
- participating in guessing games such as playing hot and cold, celebrity heads, etc.
- using game-playing expressions, for example, Selamat! Saya menang! Tidak apa-apa! Kamu pandai! Ayo main lagi!
- playing a range of games such as matching pairs, filling in gaps, drag and drop, memory games and bingo, using secure and applications, to reinforce vocabulary
- taking turns to lead a game, for example, Simon Says: Bambang berkata angkat tangan
- participating in shared of songs and chants with appropriate , for example, Kepala, bahu, lutut, kaki; Di sini senang, di sana senang; Gajah binatang yang amat besar; Cicak-cicak di dinding
- following numerical notation to perform a collaborative musical piece on the angklung
- collaboratively completing a wall chart by matching labels to pictures such as food and drink items and classroom furniture, for example, pintu, jendela, rak buku, meja, kursi
- participating in role-plays using expressions and appropriate in known scenarios such as introductions, shopping at market, for example, Mau beli apa? Satu nanas dan dua pisang. Berapa harganya? Wah, mahal!
- participating in a treasure hunt finding objects related to colour, number, classroom items, for example, tiga buku merah
- using shared knowledge to describe aspects of Indonesia, such as pointing to places on a map or at pictures of foods, flora and fauna and saying, for example, Ini pulau Bali, Itu rambutan, Orangutan



di pohon.

Students learn to:

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

(AC9LIN2C02)

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

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

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication
- Collaboration

#### **Elaborations**

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

#### **Social management**

- Communication
- Collaboration

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#### **Snapshot – Interacting**

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

#### **Content description**

AC9LIN2C02

#### **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**

AC9LIN2C02

#### **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**

AC9LIN2C02

#### **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**

AC9LIN2C02

participating in board games and activities requiring turn-taking such as lompat tali, kelereng, congklak, Gajah-Semut-Orang, and Hom Pila Hom Pim Pah

#### **Continuum extract**

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

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### **Snapshot – Collaboration**

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

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

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taking turns to lead a game, for example, Simon Says: Bambang berkata angkat tangan

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### **Snapshot – Communication**

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

##### **Content description**

AC9LIN2C02

participating in shared performance of songs and chants with appropriate gestures, for example, Kepala, bahu, lutut, kaki; Di sini senang, di sana senang; Gajah binatang yang amat besar; Cicak-cicak di dinding

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

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AC9LIN2C02

following numerical notation to perform a collaborative musical piece on the angklung

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

#### **Content description**

AC9LIN2C02

following numerical notation to perform a collaborative musical piece on the angklung

#### **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**

AC9LIN2C02

collaboratively completing a wall chart by matching labels to pictures such as food and drink items and classroom furniture, for example, pintu, jendela, rak buku, meja, kursi

#### **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**

AC9LIN2C02

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#### **Snapshot – Communication**

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

#### **Content description**

AC9LIN2C02

participating in role-plays using modelled expressions and appropriate gestures in known scenarios such as introductions, shopping at market, for example, Mau beli apa? Satu nanas dan dua pisang. Berapa harganya? Wah, mahal!

### **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 – Collaboration**

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

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AC9LIN2C02

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### **Snapshot – Communication**

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

##### **Content description**

AC9LIN2C02

participating in a treasure hunt finding objects related to colour, number, classroom items, for example, tiga buku merah

##### **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**

AC9LIN2C02

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##### **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**

AC9LIN2C02

using shared knowledge to describe aspects of Indonesia, such as pointing to places on a map or at pictures of foods, flora and fauna and saying, for example, Ini pulau Bali, Itu rambutan, Orangutan di pohon.

##### **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

AC9LIN2C02

using shared knowledge to describe aspects of Indonesia, such as pointing to places on a map or at pictures of foods, flora and fauna and saying, for example, Ini pulau Bali, Itu rambutan, Orangutan di pohon.

### 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

## AC9LIN2C03

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

- 
- 

### Elaborations

- locating information in a spoken or written to label, or draw a picture, for example, dia bermata biru
- to a story and sequencing images, for example, Ulat yang lapar sekali, Kancil dan Buaya or captions to match pictures
- participating in shared of such as big books, and asking and answering about the , for example, Pada hari Senin, Si Ulat makan apa? Dia makan berapa stroberi? Si Ulat lapar pada hari Jumat?
- recognising that and are integral to communicating in for First Nations Australians, and showing examples of how they are also integral to communicating in Indonesian and the (s) they may speak at home
- using a class survey to statements about self and others, for example, Tiga belas murid suka makan apel. Enam murid warna favoritnya hijau. Dua puluh murid hobinya bermain sepak bola.
- to imaginative such as stories, and songs, and responding through play-acting or movement, for example, Kancil stories or colouring the balloons of the song Balonku ada Lima
- responding to teacher prompts in Indonesian or English, for example, when viewing television programs, video clips of children's stories, or pictures of families, homes and schools, Warna apa? Siapa dia? Berapa ...? Bagaimana dia? Dia senang dan tinggi
- expressing factual information about qualities such as colour and number, for example, empat pensil, meja putih, buku besar
- using contextual while or viewing, for example, using video and other visual prompts to reinforce and , and responding using key , or

Students learn to:

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

(AC9LIN2C03)

### 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

### **Culture**

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

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Resources**

### **Work Samples**

### **WS01 - Ayo menggambar (Read, colour and draw)**

### **WS02 - Melihat apa? (What do you see?)**

### **WS03 - Kamu suka bermain apa? (What do you like to play?)**

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

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

#### **Content description**

AC9LIN2C03

#### **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**

AC9LIN2C03

#### **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**

AC9LIN2C03

#### **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**

AC9LIN2C03

locating information in a spoken or written text to label, or draw a picture, for example, diagram

#### **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**

AC9LIN2C03

listening to a story and sequencing images, for example, Ulat yang lapar sekali, Kancil dan Buaya or writing captions to match pictures

#### **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
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- 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**

AC9LIN2C03

participating in shared reading of texts such as big books, and asking and answering questions about the text, for example, Pada hari Senin, Si Ulat makan apa? Dia makan berapa stroberi? Si Ulat lapar pada hari Jumat?

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

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

#### **Content description**

AC9LIN2C03

using a class survey to write statements about self and others, for example, Tiga belas murid suka makan apel. Enam murid warna favoritnya hijau. Dua puluh murid hobinya bermain sepak bola.

#### **Continuum extract**

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- 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**

AC9LIN2C03

listening to imaginative texts such as stories, rhymes and songs, and responding through play-acting or movement, for example, Kancil stories or colouring the balloons of the song Balonku ada Lima

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

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

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

##### **Content description**

AC9LIN2C03

responding to teacher prompts in Indonesian or English, for example, when viewing television programs, video clips of children's stories, or pictures of families, homes and schools, Warna apa? Siapa dia? Berapa ...? Bagaimana dia? Dia senang dan tinggi

##### **Continuum extract**

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

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- 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**

AC9LIN2C03

expressing factual information about qualities such as colour and number, for example, empat pensil, meja putih, buku besar

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

##### **Content description**

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- condense and combine selected information related to the topic of study

## **Resource – Indonesian language resource**

### **Indonesian**

#### **Language support resource**

The Indonesian Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Indonesian. 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 Indonesian for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

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

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

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

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

##### **Download**

## **Resource – WS01 - Ayo menggambar (Read, colour and draw)**

By the end of Year 2, students use Indonesian 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 spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Indonesian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## AC9LIN2C03

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

### Resource – WS02 - Melihat apa? (What do you see?)

By the end of Year 2, students use Indonesian 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 spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Indonesian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## AC9LIN2C03

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

## AC9LIN2C05

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

## AC9LIN2U02

recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian

## AC9LIN2C04

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

- 
- 

### Elaborations

- using familial terms of in wider , for example, Ibu/Bapak for teachers and adults
- creating a poster to explain greetings at different times of the day and discussing the meaning of the selamat
- making own /picture dictionaries, captions, signs, labels and descriptions to cultural references, such as mandi, guling, kakak, adik, sepak takraw, durian
- using appropriate in classroom , for example, giving and receiving with the right hand, greeting an adult by pressing the adult's hand lightly to their forehead
- noticing expected formalities in the Indonesian classroom, such as taking leave from teacher at the end of the lesson, for example, Terima kasih Pak/Bu, Sampai jumpa besok. Selamat siang.

Students learn to:

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

(AC9LIN2C04)

### General capabilities and cross-curriculum priorities

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

#### Navigating intercultural contexts

- Adapt in intercultural exchanges

#### Reading and viewing

- Understanding texts

## **Elaborations**

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

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

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

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

##### **Content description**

AC9LIN2C04

##### **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**

AC9LIN2C04

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

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

#### **Content description**

AC9LIN2C04

using familial terms of address in wider contexts, for example, Ibu/Bapak for teachers and adults

#### **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**

AC9LIN2C04

creating a poster to explain greetings at different times of the day and discussing the meaning of the word selamat

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

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

#### **Content description**

AC9LIN2C04

making own bilingual/picture dictionaries, captions, signs, labels and descriptions to convey cultural references, such as mandi, guling, kakak, adik, sepak takraw, durian

#### **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**

AC9LIN2C04

#### **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**

AC9LIN2C04

noticing expected formalities in the Indonesian classroom, such as taking leave from teacher at the end of the lesson, for example, Terima kasih Pak/Bu, Sampai jumpa besok. Selamat siang.

#### **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

#### **AC9LIN2C05**

use , familiar and to spoken, written and

- 
- 

### **Elaborations**

- creating a personal profile using , labelled pictures or craft, for example, Ini saya. Keluarga saya kecil. Saya punya satu adik perempuan dan satu kakak laki-laki. Anjing saya besar.
- contributing to a shared big book on the theme Tentang Kita
- using a puppet or soft toy to perform a dialogue, for example, Selamat siang, apa kabar? Baik-baik saja, dan kamu?
- matching captions/labels to images of First Nations locations in their local area or elsewhere in Australia
- discussing what is entertaining or appealing in imaginative , for example, the , story or illustrations in books, songs, cartoons or comics such as Herman lucu; Saya suka Si Kancil.
- creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using or by creating a different ending of a story, for example, Pada hari Senin, Si Ulat makan satu rambutan.
- captions, with support, for a photographic display to show parents/others about a class event or experience (sports day, keeping a class pet, an excursion to the zoo, etc), for example, Ini kelas kami di kolam renang; Ini marmot kelas kami, namanya Henry.
- using secure to record and present a 'show and tell', for example, Ini binatang saya ...; Makanan favorit ...

Students learn to:

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

(AC9LIN2C05)

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

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

#### **Writing**

- Creating texts

#### **Speaking and listening**

- Speaking

#### **Social management**

- Communication

### **Elaborations**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

## Resources

### Work Samples

## WS02 - Melihat apa? (What do you see?)

### Snapshot – Creating texts

#### Literacy: Writing: Creating texts

##### Content description

AC9LIN2C05

##### 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**

AC9LIN2C05

#### **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**

AC9LIN2C05

##### **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**

AC9LIN2C05

creating a personal profile using phrases, labelled pictures or craft, for example, Ini saya.

Keluarga saya kecil. Saya punya satu adik perempuan dan satu kakak laki-laki. Anjing saya besar.

##### **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**

AC9LIN2C05

contributing to a shared big book on the theme Tentang Kita

### **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**

AC9LIN2C05

using a puppet or soft toy to perform a dialogue, for example, Selamat siang, apa kabar? Baik-baik saja, dan kamu?

##### **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**

AC9LIN2C05

discussing what is entertaining or appealing in imaginative texts, for example, the characters, story or illustrations in books, songs, cartoons or comics such as Herman lucu; Saya suka Si Kancil.

##### **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**

AC9LIN2C05

creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language or by creating a different ending of a story, for example, Pada hari Senin, Si Ulat makan satu rambutan.

##### **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**

AC9LIN2C05

writing captions, with support, for a photographic display to show parents/others about a class event or experience (sports day, keeping a class pet, an excursion to the zoo, etc), for example, Ini kelas kami di kolam renang; Ini marmot kelas kami, namanya Henry.

##### **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**

AC9LIN2C05

using secure digital tools to record and present a 'show and tell', for example, Ini binatang saya ...; Makanan favorit ...

## **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**

AC9LIN2C05

using secure digital tools to record and present a 'show and tell', for example, Ini binatang saya ...; Makanan favorit ...

## **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

## **AC9LIN2U01**

### **recognise and the sounds and of Indonesian**

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## **Elaborations**

- imitating Indonesian , for example, , trilled r, c (ch) and the unaspirated sounds p, t and k especially at the end of a , for example, empat, nenek
- noticing that Indonesian has pure sounds and each sound is represented by one letter
- noticing that the e has 3 different – enam, sate, enak
- recognising for example, au in mau ; ai in main
- clapping the of to notice even
- noticing that statements, commands and have different
- experimenting with sounds and emphasis such as onomatopoeic related to animal or human sounds, for example, kwek-kwek (quack, quack), cit-cit (tweet, tweet), gong-gong (woof, woof), hacciihh (achoo) and kring-kring (ding, ding)

Students learn to:

### **recognise and imitate the sounds and rhythms of Indonesian**

(AC9LIN2U01)

## **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

## **Elaborations**

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

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LIN2U01

#### **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**

AC9LIN2U01

#### **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**

AC9LIN2U01

imitating Indonesian pronunciation, for example, vowels, trilled r, c (ch) and the unaspirated sounds p, t and k especially at the end of a word, for example, empat, nenek

#### **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**

AC9LIN2U01

#### **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**

AC9LIN2U01

noticing that the vowel e has 3 different pronunciations – enam, sate, enak

#### **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**

AC9LIN2U01

recognising diphthongs for example, au in mau ; ai in main

#### **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**

AC9LIN2U01

#### **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**

AC9LIN2U01

#### **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**

AC9LIN2U01

experimenting with sounds and emphasis such as onomatopoeic words related to animal or human sounds, for example, kwek-kwek (quack, quack), cit-cit (tweet, tweet), gong-gong (woof, woof), hacciihh (achoo) and kring-kring (ding, ding)

#### **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**

AC9LIN2U01

experimenting with sounds and emphasis such as onomatopoeic words related to animal or human sounds, for example, kwek-kwek (quack, quack), cit-cit (tweet, tweet), gong-gong (woof, woof), hacciihh (achoo) and kring-kring (ding, ding)

#### **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

## **AC9LIN2U02**

**recognise that the and features of are used to construct meaning in Indonesian**

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### **Elaborations**

- noticing that the alphabet used in Indonesian is the same as the alphabet used in English
- identifying and naming letters, tracing , and playing alphabet and spelling games

- noticing that Indonesian uses similar punctuation to English, for example, capitalisation of the first letter at the beginning of a , full stop at the end of a , commas, etc.
- using and to identify people, pets or things, for example, ibu, ayah, bapak, adik, kakak; anjing, kucing; buku, tas, pintu
- applying order in familiar to express possession, for example, nama saya ..., ibu saya ..., buku saya.
- recognising of place, for example, di atas, di bawah, di dalam, di belakang
- using base to describe actions such as makan, duduk, minum, suka, tidur, bangun
- recognising such as mau, boleh, bisa, harus
- understanding and anticipating responses, for example, Siapa? (people), Apa? (objects, actions), Di mana? (location), Berapa? (quantity), Apakah? (yes/no responses)
- using cardinal numbers to count, and in familiar , for example, Umur saya tujuh tahun. Saya di kelas dua.
- describing a person, place or thing using + , for example, buku merah, anjing nakal, kucing lucu, bapak rajin, saya pendek, adik pandai
- joining or , using such as dan, tetapi, juga, karena
- referring to things using demonstratives ini and itu , for example, Ini buku merah
- negating and using tidak and using bukan

Students learn to:

**recognise that the Roman alphabet and features of language are used to construct Indonesian**

(AC9LIN2U02)

### **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

#### **Elaborations**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

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

- Communicate responsively

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **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

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS02 - Melihat apa? (What do you see?)**

### **WS03 - Kamu suka bermain apa? (What do you like to play?)**

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

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

##### **Content description**

AC9LIN2U02

##### **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**

AC9LIN2U02

##### **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**

AC9LIN2U02

#### **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**

AC9LIN2U02

#### **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**

AC9LIN2U02

#### **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**

AC9LIN2U02

using nouns and pronouns to identify people, pets or things, for example, ibu, ayah, bapak, adik, kakak; anjing, kucing; buku, tas, pintu

#### **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**

AC9LIN2U02

applying word order in familiar phrases to express possession, for example, nama saya ..., ibu saya ..., buku saya.

### **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**

AC9LIN2U02

applying word order in familiar phrases to express possession, for example, nama saya ..., ibu saya ..., buku saya.

### **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**

AC9LIN2U02

recognising prepositions of place, for example, di atas, di bawah, di dalam, di belakang

### **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**

AC9LIN2U02

using base verbs to describe actions such as makan, duduk, minum, suka, tidur, bangun

### **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**

AC9LIN2U02

recognising auxiliary verbs such as mau, boleh, bisa, harus

### **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**

AC9LIN2U02

understanding question words and anticipating responses, for example, Siapa? (people), Apa? (objects, actions), Di mana? (location), Berapa? (quantity), Apakah? (yes/no responses)

#### **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**

AC9LIN2U02

using cardinal numbers to count, and in familiar phrases, for example, Umur saya tujuh tahun. Saya di kelas dua.

#### **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**

AC9LIN2U02

describing a person, place or thing using noun+adjective phrases, for example, buku merah, anjing nakal, kucing lucu, bapak rajin, saya pendek, adik pandai

#### **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**

AC9LIN2U02

describing a person, place or thing using noun+adjective phrases, for example, buku merah, anjing nakal, kucing lucu, bapak rajin, saya pendek, adik pandai

#### **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**

AC9LIN2U02

joining words or phrases, using conjunctions such as dan, tetapi, juga, karena

### **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**

AC9LIN2U02

referring to things using demonstratives ini and itu , for example, Ini buku merah

### **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**

AC9LIN2U02

negating verbs and adjectives using tidak and nouns using bukan

### **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 – WS02 - Melihat apa? (What do you see?)**

By the end of Year 2, students use Indonesian 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 spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Indonesian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## **AC9LIN2C03**

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

## **AC9LIN2C05**

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

## **AC9LIN2U02**

recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian

### **Resource – WS03 - Kamu suka bermain apa? (What do you like to play?)**



By the end of Year 2, students use Indonesian 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 spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Indonesian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## **AC9LIN2C01**

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

## **AC9LIN2C02**

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

## **AC9LIN2C03**

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

## **AC9LIN2U02**

recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian

## **AC9LIN2U03**

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

## **AC9LIN2U03**

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

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### **Elaborations**

- recognising that Indonesian and English have similar structure using , and object
- recognising that Indonesian and English represent cardinal numbers in the same way
- noticing that Indonesian forms in different ways from English, such as by duplicating, using a number or a qualifier, for example, kursi-kursi, dua kursi, banyak kursi
- recognising that Indonesian and English divide the day differently, for example, comparing 'good morning' and 'good afternoon' with Selamat pagi and Selamat siang
- noticing that in Indonesian siblings are identified in relation to position in the family, for example, kakak (older sibling)
- understanding that ways of showing politeness may differ, for example, using first name with title when addressing a teacher in English, Ibu Lynda, and using surname with title in Indonesian, Pak Hartono or Ibu Harsojo
- observing that features of familiar may be similar or different in Indonesian and English, for example, the chorus of a song or the lines of a nursery or poem
- recognising that Indonesian has some from English, such as komputer and televisi , and that English has some from Indonesian, such as 'orangutan', 'satay' and 'rambutan', with some changes in spelling
- noticing that some Australian English terms or expressions have no equivalent in Indonesian, for example, 'koala', 'meat pie', 'farm', and that this is also the with some Indonesian terms or expressions, for example, becak, kancil, bemo

Students learn to:

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

(AC9LIN2U03)

## **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

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

- Communicate responsively

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

### **Resources**

### **Work Samples**

## **WS03 - Kamu suka bermain apa? (What do you like to play?)**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LIN2U03

### **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**

## **responsively**

### **Content description**

AC9LIN2U03

### **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**

AC9LIN2U03

### **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**

AC9LIN2U03

noticing that Indonesian forms plurals in different ways from English, such as by duplicating, using a number or a qualifier, for example, kursi-kursi, dua kursi, banyak kursi

### **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**

AC9LIN2U03

recognising that Indonesian and English divide the day differently, for example, comparing 'good morning' and 'good afternoon' with Selamat pagi and Selamat siang

### **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**

## **responsively**

### **Content description**

AC9LIN2U03

noticing that in Indonesian siblings are identified in relation to position in the family, for example, kakak (older sibling)

### **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 relationship between cultures and identities**

### **Content description**

AC9LIN2U03

noticing that in Indonesian siblings are identified in relation to position in the family, for example, kakak (older sibling)

### **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**

AC9LIN2U03

understanding that ways of showing politeness may differ, for example, using first name with title when addressing a teacher in English, Ibu Lynda, and using surname with title in Indonesian, Pak Hartono or Ibu Harsojo

### **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 relationship between cultures and identities**

### **Content description**

AC9LIN2U03

understanding that ways of showing politeness may differ, for example, using first name with title when addressing a teacher in English, Ibu Lynda, and using surname with title in Indonesian, Pak Hartono or Ibu Harsojo

### **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**

AC9LIN2U03

#### **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**

AC9LIN2U03

recognising that Indonesian has some loan words from English, such as komputer and televisi, and that English has some from Indonesian, such as 'orangutan', 'satay' and 'rambutan', with some changes in spelling

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

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

#### **Content description**

AC9LIN2U03

noticing that some Australian English terms or expressions have no equivalent in Indonesian, for example, 'koala', 'meat pie', 'farm', and that this is also the case with some Indonesian terms or expressions, for example, becak, kancil, bemo

#### **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**

AC9LIN2U03

noticing that some Australian English terms or expressions have no equivalent in Indonesian, for example, 'koala', 'meat pie', 'farm', and that this is also the case with some Indonesian terms or

expressions, for example, becak, kancil, bemo

### **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

## **AC9LIN2U04**

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

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#### **Elaborations**

- recognising that ways of greeting and addressing others may change according to cultural norms, for example, using respectful forms of and culturally appropriate when greeting older people or pointing
- noticing similarities and differences in that relate to , for example, 3 for rice in Indonesian padi, beras, nasi , and in cultural practices such as Panjat Pinang
- recognising that reflect aspects of , for example, such as the flag – Sang Merah Putih and national emblem Burung Garuda
- exploring symbols and used by First Nations Australians and by Indonesian-speaking communities in a range of , for example, identifying the colours of flags in Indonesian and discussing what the colours represent in English
- recognising that there are similarities in terms of respect in Indonesian and First Nations Australians' , for example, Ibu (mother), Bapak (father) and 'Aunty', 'Uncle'
- recognising that there are differences in protocols regarding use of terms of respect, for example, acknowledging that there are protocols connected with being able to call First Nations Australians 'Uncle' or 'Aunty' when there are no connections
- noticing similarities and differences between Indonesian and Australian lifestyles and use, for example, tidur siang, bantal guling
- exploring different cultural practices and related use through games, for example, suten/suwitan, hom pim pah and bekel
- understanding that Indonesia is a country made up of thousands of islands, with many different , customs, cuisine, traditional dress, arts and crafts, etc.

Students learn to:

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

(AC9LIN2U04)

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

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

#### **Elaborations**

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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

#### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

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

- 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

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

- Reflect on the relationship between cultures and identities

### **People**

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

### **People**

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

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

- Reflect on the relationship between cultures and identities

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

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

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

- Explore the influence of cultures on interactions

## **Knowing Asia and its diversity**

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

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

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

#### **Content description**

AC9LIN2U04

#### **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**

AC9LIN2U04

#### **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 relationship between cultures and identities**

##### **Content description**

AC9LIN2U04

##### **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

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

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

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

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

##### **Content description**

AC9LIN2U04

noticing similarities and differences in language that relate to culture, for example, 3 words for rice in Indonesian padi, beras, nasi, and in cultural practices such as Panjat Pinang

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

### **Content description**

AC9LIN2U04

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

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

### **Content description**

AC9LIN2U04

recognising words that reflect aspects of culture, for example, artefacts such as the flag – Sang Merah Putih and national emblem Burung Garuda

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

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

### **Content description**

AC9LIN2U04

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LIN2U04

recognising that there are similarities in terms of respect in Indonesian and First Nations Australians' cultures, for example, Ibu (mother), Bapak (father) and 'Aunty', 'Uncle'

### **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
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- 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 relationship between cultures and identities**

**Content description**

AC9LIN2U04

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**Snapshot – Communicate responsively**

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

**Content description**

AC9LIN2U04

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

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

**Content description**

AC9LIN2U04

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

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

**Content description**

AC9LIN2U04

noticing similarities and differences between Indonesian and Australian lifestyles and language use,

for example, tidur siang, bantal guling

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

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

### **Content description**

AC9LIN2U04

exploring different cultural practices and related language use through games, for example, suten/suwitan, hom pim pah and bekel

### **Continuum extract**

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- 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**

AC9LIN2U04

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

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

### **Content description**

AC9LIN2U04

### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community