

AC9LCHF01

with support, recognise and meaning in Chinese

-
-

Elaborations

- using simple greetings relevant to their relationship to the person, for example, 你好
- introducing themselves and responding to greetings, for example, 我是... 很高兴认识你
- using for everyday such as thanking, requesting, apologising and offering best wishes, for example, 谢谢, 请, 对不起 ... 祝你.../祝.../祝..., 万事如意
- sharing likes and dislikes, for example, 我喜欢... ..., 我不喜欢... 我不喜欢...
- responding to instructions or directions through actions, or spoken responses, for example, 好的, 好的, 好的, 好的
- imitating and playing with aspects of Chinese and incorporating appropriate , facial expressions and , for example, shaking hands and bowing with the head when greeting an adult
- performing songs, and action stories using non-verbal forms of expression such as clapping, and facial expressions to support the making of meaning, for example, 唱, 跳, 唱, 跳
- for and identifying key in stories, or songs
- sharing simple expressions and songs with family, friends or peers, for example, singing 小星星 and using appropriate greetings such as 早上好 or 晚安 for different times or occasions
- playing games such as counting games, sorting and order games, and number games, as a whole class or on interactive whiteboards/tablets

Students learn to:

with support, recognise and communicate meaning in Chinese

(AC9LCHF01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Speaking

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LCHF01

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

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

Vocabulary

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

Snapshot – Communicate responsively

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

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF01

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

AC9LCHF01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF01

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LCHF01

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF01

Continuum extract

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

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

Resource – Chinese language resource

Chinese

Language support resource

The Chinese Language support resources were developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Chinese. They are optional and include illustrative examples of language and language use.

Introduction

The resources provide 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 Chinese 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 whatever approaches, methodologies and pedagogies suit their students' learning.

Download

AC9LCHF02

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

-
-

Elaborations

- observing that Chinese uses the same letters as in English, and noticing that has different sounds and meanings, for example, chī (吃) (to eat), zhōng (中) (middle)
- exploring the facial movements involved with making sound in Chinese and English
- tracing the letters of the alphabet and imitating the beginning sounds, for example, tracing and imitating bēi (杯), shàng (上), tái (台)

- participating in alphabet songs, chants and to Chinese , and
- making connections with Chinese and used in everyday life in Australia, for example, food names such as 饺子, 包子, 馒头
- experimenting with sounds, such as animal sounds, used in Chinese, for example, comparing the sound wàng wàng (bow wow) with 汪汪 represented in the class
- exploring and practising patterns and understanding the difference of patterns in statements, and exclamations, for example, 哇哇哇哇哇哇哇哇
- noticing that changes in different situations and with different people, such as noticing between children and parents, students and teachers or friends, for example, 爸爸妈妈爷爷奶奶外公外婆, 哥哥姐姐弟弟妹妹

(AC9LCHF02)

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

- Develop multiple perspectives

- Phonic knowledge and word recognition

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 .

- Identify, process and evaluate information

- Communication

- Identify, process and evaluate information

- Identify, process and evaluate information

- Communication

- Communicate responsively
- Develop multiple perspectives

- Communication

Snapshot – Develop multiple perspectives

Content description

Continuum extract

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

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

Learning progression extract

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

Phonic knowledge

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

Word recognition

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

Phonic knowledge

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

Word recognition

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

Phonic knowledge

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

Word recognition

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

Snapshot – Identify, process and evaluate information

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

Content description

observing that Chinese Pinyin uses the same letters as in English, and noticing that Pinyin has different sounds and meanings, for example, chī (吃) (to eat), zhōng (中) (middle)

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF02

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LCHF02

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LCHF02

experimenting with sounds, such as animal sounds, used in Chinese, for example, comparing the sound wáng wáng (bow wow) with languages represented in the class

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF02

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LCHF02

Continuum extract

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

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

Snapshot – Develop multiple perspectives

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

Content description

AC9LCHF02

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LCHF02

Continuum extract

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

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

AC9LCHF03

explore connections between and

-
-

Elaborations

- locating China on a world map and understanding that Chinese Mandarin is the national of China and that it is spoken in Chinese-speaking communities in Australia and around the world
- exploring the different spoken by class members and to the different sounds and ways of saying common expressions such as ■■■■■■■■■■... ■■■■■■■■■■...
- observing, through visual and audiovisual resources, that members of Chinese-speaking communities may do everyday things in a similar/different way from themselves, for example, a different or using chopsticks and a spoon
- noticing how local names of streets, places and landmarks can have their origins in (s) of First Nations Australians
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
- noticing their own use of , expressions or behaviours that make them who they are, including from different and ways of celebrating that may not be familiar to other people, for example, eating noodles to celebrate their birthday and saying ■■■■■■■■■■
- exchanging ideas, feelings and understandings of and through play-based experiences, for example, puppets, playing dress-ups, pretend restaurants and market stands
- playing and engaging with cultural items such as Chinese currency Renminbi (RMB) or Yuan (CNY), when playing shops

Students learn to:

explore connections between language and culture

(AC9LCHF03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Elaborations

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

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

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.

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

- Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LCHF03

Continuum extract

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LCHF03

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LCHF03

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LCHF03

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