

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

- Students learn to:

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Managing and operating

- Select and operate tools

Social management

- Communication

Resources

Work Samples

WS01 - ■■■■ (Body parts)

WS05 - Cultural expressions and gestures pair work

Snapshot – Communicate responsively

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

Content description

AC9LJ2C01

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

AC9LJ2C01

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

AC9LJ2C01

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

AC9LJ2C01

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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

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Snapshot – Communicate responsively

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2C01

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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LJ2C01

Continuum extract

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2C01

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 – Japanese language resource

Japanese

Language support resource

The Japanese Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Japanese. 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 Japanese 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 - ■■■■ (Body parts)

By the end of Year 2, students use Japanese 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 text. They copy some kana script and single, high-frequency kanji appropriate to context.

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LJ2C01

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

AC9LJ2C02

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

AC9LJ2C03

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

AC9LJ2U01

recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts

AC9LJ2U02

recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts

Resource – WS05 - Cultural expressions and gestures pair work

By the end of Year 2, students use Japanese 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 text. They copy some kana script and single, high-frequency kanji appropriate to context.

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LJ2C01

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

AC9LJ2C02

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

AC9LJ2C04

AC9LJ2U01

AC9LJ2C02

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[illegible]

- singing and responding to action songs in a group, for example, singing

- taking part in a guided role-play or skit in a shop or at the market, for example.

[illegible]

- Students learn to:

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

(AC9LJ2C02)

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

Social management

- Communication
- Collaboration

Social management

- Communication

Self-management

- Perseverance and adaptability

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Resources

Work Samples

WS01 - ■■■■ (Body parts)

WS05 - Cultural expressions and gestures pair work

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LJ2C02

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

AC9LJ2C02

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

AC9LJ2C02

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

AC9LJ2C02

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

AC9LJ2C02

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

AC9LJ2C02

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

AC9LJ2C02

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

AC9LJ2C02

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 – Perseverance and adaptability

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

Content description

AC9LJ2C02

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2C02

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

AC9LJ2C02

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

AC9LJ2C02

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

AC9LJ2C02

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

AC9LJ2C03

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

-

Elaborations

- identifying and written in Japanese by matching images with or to sound, for example, '■' with 'a' in a range of and
- recognising key and points in a variety of , using visual such as and facial expressions to assist understanding, for example, to a teacher or older student read a book out loud and responding to , ■■■■■■■■■■■■ and ■■■■■■
- to, and/or locating information in , (colour, ■■■■■■■■■■■■■■■■■■■■, size ■■■■■■■■■■ and shape ■■■■■■■■■■■■, etc.) and using it in guided drawing, building, or collecting , for example, building a tower with coloured blocks in the order of colours they hear
- recognising that and are integral to communicating in for First Nations Australians, and showing examples of how this is also reflected in Japanese, and the (s) they speak at home
- to a song or story with some unfamiliar and guessing the meaning based on the , for example, "What do you think ■■■■■ might mean?"
- responding to simple statements about self, friends, likes/dislikes, family and pets, for example, make a group according to statement, ■■■■■ ■■■■■■■■■■
- using information from print or digital and sequencing pictures, keywords, or simple in the order

that events occurred or retelling a story by creating a storyboard, diagram or digital display

Students learn to:

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

(AC9LJ2C03)

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

Resources

Work Samples

WS01 - ■■■■ (Body parts)

WS03 - ■■■■■■■■■■■■ (Body part writing and describing)

WS06 - ■■■■■■■■■■■■ (Kanji writing and drawing activity)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJ2C03

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

AC9LJ2C03

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

AC9LJ2C03

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

AC9LJ2C03

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

AC9LJ2C03

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Snapshot – Identify, process and evaluate information

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJ2C03

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LJ2C03

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LJ2C03

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- 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

Resource – WS03 - ■■■■■■■■■■■■ (Body part writing and describing)

By the end of Year 2, students use Japanese 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 text. They copy some kana script and single, high-frequency kanji appropriate to context.

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LJ2C03

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

AC9LJ2C05

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some kana and single high-frequency kanji appropriate to context

AC9LJ2U01

recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts

AC9LJ2U02

recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts

Resource – WS06 - ■■■■■■■■■■■■■■■■■■■■ (Kanji writing and drawing activity)

By the end of Year 2, students use Japanese 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 text. They copy some kana script and single, high-frequency kanji appropriate to context.

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LJ2C03

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

AC9LJ2C05

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some kana and single high-frequency kanji appropriate to context

AC9LJ2U02

recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts

AC9LJ2C04

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

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-

Elaborations

- translating and familiar used in everyday situations from Japanese into English and vice versa, noticing how some are shared between Japanese and English or do not have a direct, for example, ■■■■■■■■■■ and comparing this type of expression with other present within the classroom
- differentiating between some formal and familiar, for example, using ■■■■■■■■■■ with the teacher and ■■■■ with classmates
- creating wall charts or picture dictionaries for Japanese and expressions that have particular cultural meaning, such as ■■■■■■ or ■■■■, using images, labels and drawings
- discussing respect and politeness in Japan and why titles, and formal/informal greetings are used, depending on the relationship between participants
- performing simple presentations for the school community that involve both Japanese and English elements, such as a video demonstrating culturally appropriate, formal greetings, for example, ■■■■■■■■■■■■■■■■■■■■ and explaining these elements to others

Students learn to:

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

instructions and routines

(AC9LJ2C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Elaborations

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Knowing Asia and its diversity

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

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Resources

Work Samples

WS05 - Cultural expressions and gestures pair work

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LJ2C04

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

AC9LJ2C04

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ2C04

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

AC9LJ2C04

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LJ2C04

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

AC9LJ2C04

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

AC9LJ2C04

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 contexts

Content description

AC9LJ2C04

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

AC9LJ2C04

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 contexts

Content description

AC9LJ2C04

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

AC9LJ2C05

with support, use , familiar and to spoken, written and , copying some kana and single high-frequency kanji appropriate to

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Elaborations

- Students learn to:
- with support, use words, familiar phrases and modelled language to create spoken, multimodal texts, copying some kana and single high-frequency kanji appropriate to**

General capabilities and cross-curriculum priorities

Writing

- ## Speaking and listening

- ## Social management

- ## Elaborations

Social management

- ## Reflecting

- ## Social management

- ## Creating and exchanging

- ## Social management

- Country/Place

- ## Social management

- ## Creating and exchanging

- Create, communicate and collaborate

- ## Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Resources

Work Samples

WS02 - ■■■■■■■■■■ (Self introduction with a paper doll)

WS03 - ■■■■■■■■■■■■■■■■ (Body part writing and describing)

WS04 - ■■■■■■■■■■(Tiger poster)

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LJ2C05

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

AC9LJ2C05

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

AC9LJ2C05

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

AC9LJ2C05

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 – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9LJ2C05

Continuum extract

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

- connect ideas and information between familiar learning experiences
- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2C05

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

AC9LJ2C05

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 – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LJ2C05

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

AC9LJ2C05

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

AC9LJ2C05

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

AC9LJ2C05

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

AC9LJ2C05

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

AC9LJ2C05

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

AC9LJ2C05

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

AC9LJ2C05

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

Resource – WS02 - ■■■■■■■■ (Self introduction with a paper doll)

By the end of Year 2, students use Japanese 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 text. They copy some kana script and single, high-frequency kanji appropriate to context.

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LJ2C05

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some kana and single high-frequency kanji appropriate to context

AC9LJ2U01

recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts

AC9LJ2U02

recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts

Resource – WS04 - ■■■■■■■■(Tiger poster)

By the end of Year 2, students use Japanese 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 text. They copy some kana script and single, high-frequency kanji appropriate to context .

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts . They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture , and notice how this is reflected in their own language(s) and culture(s).

AC9LJ2C05

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some kana and single high-frequency kanji appropriate to context

AC9LJ2U02

recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts

AC9LJ2U04

notice that people use language in ways that reflect cultural practices

AC9LJ2U01

recognise and the sounds and of Japanese and learn how sounds are produced and represented in different

-
-
-

Elaborations

- singing songs or repeating after the teacher with a focus on practising and producing the 5 sounds, and the plus sounds, using the hiragana chart and image-based mnemonics as reference
- recognising the concept of the basic unit of sound in Japanese 'mora': ■■■ or ■■■, for example, ■■■ has 3 moras, which can be recognised as in English, for example, clapping out the number of sounds in focus , and guessing the number of in a Japanese by closing eyes and holding up one finger per
- understanding that the independent nasal sound 'n' ■ has a mora of its own, for example, ■■■■■
- learning that statements and have different patterns and using to indicate the patterns they hear, for example, the arm moving up when the rises
- using mnemonic devices, and also making up their own, to remember the sounds and shapes of hiragana by associating them with pictures, for example, ■ for coin
- understanding that one kana represents a basic unit of Japanese sound, for example, showing on the hiragana chart how each represents one sound
- understanding that when pronouncing Japanese, it is important to keep the length of each mora even

Students learn to:

recognise and imitate the sounds and rhythms of Japanese and learn how sounds are represented in different scripts

(AC9LJ2U01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reading and viewing

- Phonic knowledge and word recognition

Social management

- Communication

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Generating

- Create possibilities

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

Resources

Work Samples

WS01 - ■■■■ (Body parts)

WS02 - ■■■■■■■■ (Self introduction with a paper doll)

WS03 - ■■■■■■■■■■■■ (Body part writing and describing)

Snapshot – Communicate responsively

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

Content description

AC9LJ2U01

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

AC9LJ2U01

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

AC9LJ2U01

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

AC9LJ2U01

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

AC9LJ2U01

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

AC9LJ2U01

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

linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2U01

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

AC9LJ2U01

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

AC9LJ2U01

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

AC9LJ2U01

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 possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LJ2U01

Continuum extract

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2U01

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

AC9LJ2U01

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

AC9LJ2U01

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

AC9LJ2U01

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

AC9LJ2U01

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 – Japanese language resource

Japanese

Language support resource

The Japanese Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Japanese. 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 Japanese 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 - ■■■■ (Body parts)

By the end of Year 2, students use Japanese 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 text. They copy some kana script and single, high-frequency kanji appropriate to context.

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LJ2C01

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

AC9LJ2C02

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

AC9LJ2C03

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

AC9LJ2U01

recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts

AC9LJ2U02

recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts

Resource – WS02 - ■■■■■■■■■■ (Self introduction with a paper doll)

By the end of Year 2, students use Japanese 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 text. They copy some kana script and single, high-frequency kanji appropriate to context.

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LJ2C05

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some kana and single high-frequency kanji appropriate to context

AC9LJ2U01

recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts

AC9LJ2U02

recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts

Resource – WS03 - ■■■■■■■■■■■■■■ (Body part writing and describing)

By the end of Year 2, students use Japanese 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 text. They copy some kana script and single, high-frequency kanji appropriate to context.

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts. They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LJ2C03

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

AC9LJ2C05

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some kana and single high-frequency kanji appropriate to context

AC9LJ2U01

recognise and imitate the sounds and rhythms of Japanese and learn how sounds are produced and represented in different scripts

AC9LJ2U02

recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts

AC9LJ2U02

recognise that hiragana, katakana and kanji are used to construct meaning in Japanese

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-
-

Elaborations

- recognising that a Japanese is formed by using and that simple statements end in ■■ and end in ■
- understanding that Japanese uses 3 different for varied , and that they look different depending on origins and
- recognising that are used to describe people, places and things, for example, matching simple to a picture, ■■■■■■■■■■
- applying basic stroke order, with support, when copying, tracing and some hiragana and simple kanji, for example, numbering strokes or using different coloured pencils
- using basic particles as part of and being exposed to particles written in hiragana
- noticing that Japanese can be presented in different ways, for example, finding that are right to left then top to bottom, or top to bottom then left to right
- counting in Japanese from 1–20 and using numbers with counters to express age and number of family members ■■■■
- using ■■ and ■ as to ask and respond to such as ■■■■■■■■■■■■■■■■■■■■
- recognising some familiar kana and kanji, for example, numbers and ■■■■ (■■■■■■■■) pictographs such as ■■■■■■■■■■, and using visual and oral clues to the meaning

Students learn to:

recognise that hiragana, katakana and kanji are used to construct meaning in Japan

(AC9LJ2U02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reading and viewing

- Phonic knowledge and word recognition

Social management

- Communication

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Number sense and algebra

- Counting processes

- Number and place value

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Work Samples

WS01 - ■■■■ (Body parts)

WS02 - ■■■■■■■■ (Self introduction with a paper doll)

WS03 - ■■■■■■■■■■■■ (Body part writing and describing)

Snapshot – Communicate responsively

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

Content description

AC9LJ2U02

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

AC9LJ2U02

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

AC9LJ2U02

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

AC9LJ2U02

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

AC9LJ2U02

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

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Snapshot – Communicate responsively

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

Content description

AC9LJ2U02

Continuum extract

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

AC9LJ2U02

Continuum extract

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

AC9LJ2U02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2U02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2U02

Continuum extract

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

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Snapshot – Communicate responsively

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

Content description

AC9LJ2U02

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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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2U02

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 – Counting processes

Numeracy: Number sense and algebra: Counting processes

Content description

AC9LJ2U02

Learning progression extract

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

Counting sequences

- uses knowledge of the counting sequence to determine the next number or previous number from a number in the range 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes directly after 8 8 8 , immediately responds with " 9 9 9 " without needing to count from one)
- continues a count starting from a number other than one

Perceptual counting

- interprets the count independently of the type of objects being counted (e.g. a quantity of 5 5 5 counters is the same quantity as 5 5 5 basketball courts)
- counts a collection, keeping track of items that have been counted and those that haven't been counted yet to ensure they are only counted exactly once (e.g. when asked to count a pile of blocks, moves each block to the side as it is counted)

Counting sequences

- uses knowledge of the counting sequence to determine the next number or previous number from any starting point within the range 1 – 100 1–100 1 – 1 0 0

Perceptual counting

- matches known numerals to collections of up to 20 20 2 0 , counting items using a one-to-one correspondence
- uses zero to denote when no objects are present (e.g. when asked "how many cards have you got?" and has no cards left, says "zero")
- counts objects in a collection independent of the order, appearance or arrangement (e.g. understands that counting 7 7 7 people in a row from left to right is the same as counting them from right to left)

Counting sequences

- continues counting from any number forwards and backwards beyond 100 100 1 0 0 using knowledge of place value
- counts in sequence by twos and fives starting at zero (e.g. counts items using number rhymes " 2 , 4 , 6 , 8 2 , 4 , 6 , 8 2 , 4 , 6 , 8 Mary's at the cottage gate ..."; skip counts in fives as " 5 , 10 , 15 , 20 5 , 10 , 15 , 20 5 , 1 0 , 1 5 , 2 0 ")
- counts in sequence forwards and backwards by tens on the decade up to 100 100 1 0 0

Perceptual counting

- counts items in groups of twos, fives and tens (e.g. counts a quantity of 10 10 1 0 -cent pieces as 10 , 20 , 30 10, 20, 30 1 0 , 2 0 , 3 0 ... to give the total value of the coins; counts the number of students by twos when lined up in pairs)

Snapshot – Number and place value

Numeracy: Number sense and algebra: Number and place value

Content description

AC9LJ2U02

Learning progression extract

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

Numeral recognition and identification

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

Developing place value

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

Numeral recognition and identification

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

Developing place value

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

Numeral recognition and identification

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

Place value

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJ2U02

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

AC9LJ2U02

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

AC9LJ2U02

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

AC9LJ2U02

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

AC9LJ2U03

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

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Elaborations

- recognising and naming the 3 Japanese and understanding that English uses an alphabet that has different rules for and
- recognising that Japanese uses many from English and other , such as ■■■■■■■■■■■■, and that these

are written in katakana and pronounced differently in Japanese

- comparing basic order and or saying English with order in Japanese, for example, 'The dog brown is' or 'I soccer play'
- familiar in Japanese and comparing and differences, for example, 'Once upon a time' versus ■■■■■■, noting the presentation of , , page progression and use of
- brainstorming Japanese that they may use or hear (tofu, manga, anime, emoji, tsunami, karaoke, etc.), and comparing , and, with support, making a class poster using in kana

Students learn to:

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

(AC9LJ2U03)

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

Understanding Asia's global significance

- The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Growing Asia-Australia engagement

- Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

Resources

Snapshot – Communicate responsively

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

Content description

AC9LJ2U03

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

AC9LJ2U03

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Snapshot – Communicate responsively

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

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Snapshot – Communicate responsively

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

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Snapshot – Communicate responsively

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

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Snapshot – Communicate responsively

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

Content description

AC9LJ2U03

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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- exploring the meaning of ‘ and how it involves visible elements (ways of eating or symbols used in flags, etc.) and invisible elements (how people live, how they think about themselves and others, how they relate to their environment, etc.)
- noticing that Japanese has different for polite and informal , for example, hearing the difference between ■■■■■■ and ■■■■■■■■■■
- understanding that learning and using Japanese involves becoming familiar with some other ways of communicating, for example, ■■■■■■■■■■■■■■■■■■■■, and also involves some ways of thinking about things and behaving that may be unfamiliar
- exploring symbols used by First Nations Australians and those used in Japanese-speaking communities in a range of , for example, finding out what the symbols on flags represent
- understanding that and cultural behaviours are woven into and cannot be separated from them, for example, it is possible to bow without a spoken greeting in Japanese , but not to greet without bowing
- becoming aware of Japanese ways of showing respect and politeness, and comparing with how this is done in their own (s) and (s), for example, using titles such as ■■■■, bowing, and accepting objects with both hands
- comparing aspects of lifestyles of children living in Australia and Japan, such as ways of playing games, ■■■■■■, mealtime etiquette, or addressing family members and friends

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

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.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Navigating intercultural contexts

- Consider responses to intercultural contexts

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Navigating intercultural contexts

- Consider responses to intercultural contexts

Knowing Asia and its diversity

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

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.

Resources

Work Samples

WS04 -■■■■■■■■(Tiger poster)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ2U04

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

AC9LJ2U04

Continuum extract

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

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LJ2U04

Continuum extract

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ2U04

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 – Develop empathy

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

Content description

AC9LJ2U04

Continuum extract

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LJ2U04

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

AC9LJ2U04

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

AC9LJ2U04

Continuum extract

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

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

Snapshot – Develop multiple perspectives

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

Content description

AC9LJ2U04

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LJ2U04

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

AC9LJ2U04

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 – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts

Content description

AC9LJ2U04

Continuum extract

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

- notice how they, and their family members, respond in unfamiliar intercultural contexts
- describe how past intercultural experiences affect how they understand and respond to new experiences
- examine the influence of past intercultural experiences on what they learn about themselves and others

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

AC9LJ2U04

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 – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts

Content description

AC9LJ2U04

Continuum extract

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

- notice how they, and their family members, respond in unfamiliar intercultural contexts
- describe how past intercultural experiences affect how they understand and respond to new experiences
- examine the influence of past intercultural experiences on what they learn about themselves and others

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

AC9LJ2U04

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

Resource – WS04 -■■■■■■■■(Tiger poster)

By the end of Year 2, students use Japanese 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 text. They copy some kana script and single, high-frequency kanji appropriate to context .

Students imitate the sounds and rhythms of Japanese and demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing and identify the 3 different scripts . They give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture , and notice how this is reflected in their own language(s) and culture(s).

AC9LJ2C05

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some kana and single high-frequency kanji appropriate to context

AC9LJ2U02

recognise that hiragana, katakana and kanji are used to construct meaning in Japanese texts

AC9LJ2U04

notice that people use language in ways that reflect cultural practices