# (no-code)

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

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#### **Elaborations**

- with others in social including previously learnt greetings
- using some expressions to express praise or encouragement, for example, in game playing,

- responding to and beginning to use classroom instructions to play games, completing work or getting ready for class, for example, role-playing teacher/student games, with students giving each other instructions:
- asking for permission or clarification and using appropriate expressions and to match the , for example, **SELECTION**, negotiating turn-taking, for example, **SELECTION** BELLECTION When entering the classroom, **SELECTION** BELLECTION OF THE SELECTION OF THE SELE

• introducing themselves using formal, spoken, and appropriate non-verbal such as bowing and eye contact, for example,

• exchanging information and building vocabulary about self, friends or family using, including simple statements and responding to, for example,

• using , and participating in basic written , for example, exchanging post-it notes with familiar and replies 

Students learn to:

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

(AC9LJ4C01)

#### General capabilities and cross-curriculum priorities

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

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

Communicate responsively

#### Speaking and listening

Interacting

#### Social management

Communication

#### **Elaborations**

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

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

Communicate responsively

#### Social management

Communication

# **Engaging with cultural and linguistic diversity**

Communicate responsively

#### Social management

Communication

#### Social management

Communication

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

Communicate responsively

#### Social management

Communication

# **Engaging with cultural and linguistic diversity**

Communicate responsively

#### Social management

Communication

#### Social management

Communication

#### Social management

Communication

#### Resources

**Work Samples** 

# WS02 - ■■■■■■■■■ (Teaching family members Japanese)

# Snapshot - Communicate responsively

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

# **Content description**

AC9LJ4C01

#### **Continuum extract**

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

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

# Snapshot - Interacting

# Literacy: Speaking and listening: Interacting

## **Content description**

AC9LJ4C01

#### Learning progression extract

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

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

### **Snapshot - Communication**

# Personal and Social capability: Social management: Communication

# **Content description**

AC9LJ4C01

#### Continuum extract

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

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

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

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

# **Content description**

AC9LJ4C01

#### **Continuum extract**

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

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

## **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## **Content description**

AC9LJ4C01

#### Continuum extract

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

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

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

### **Content description**

AC9LJ4C01

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- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4C01

#### **Continuum extract**

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

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

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

### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4C01

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

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

# **Content description**

AC9LJ4C01

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

# **Snapshot - Communication**

# Personal and Social capability: Social management: Communication

### **Content description**

AC9LJ4C01

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

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- apply verbal and non-verbal communication skills when responding to others
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#### Snapshot – Communicate responsively

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

#### **Content description**

AC9LJ4C01

#### Continuum extract

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

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- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4C01

#### Continuum extract

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

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

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

# Content description

AC9LJ4C01

#### Continuum extract

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

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

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4C01

#### **Continuum extract**

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

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

#### Resource – 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 – WS02 - **EXECUTE** (Teaching family members Japanese)

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

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

#### AC9LJ4C01

initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions

# AC9LJ4C02

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

# AC9LJ4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, hiragana with the chart as support, and familiar kanji appropriate to context

#### AC9LJ4U01

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

#### AC9LJ4C02

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

#### **Elaborations**

- participating in guided tasks involving instructions and peer cooperation such as group/pair games and sports, for example, creating a dance to a Japanese song in groups, group requiring turn-taking or creating a simple role-play based on
- taking responsibility for **EXECUTE** (class helper), assisting with roll call, distributing work and commencing and ending lessons **EXECUTE** (class helper), assisting with roll call, distributing work and
- preparing for and contributing to shared presentations and such as a Japanese item for assembly or a digital presentation about a class event
- planning for and conducting simple role-plays, for example, selling items such as origami or toys, using appropriate, expressions and spending a set amount of money,

• developing for peers or a buddy class, for example, playing a game of **EXECUTE**, teaching the order of colours and modelling game **EXECUTE EXECUTE EXE** 

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

(AC9LJ4C02)

# General capabilities and cross-curriculum priorities

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

#### Speaking and listening

Interacting

#### Social management

- Communication
- Collaboration

#### **Elaborations**

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

#### Self-management

· Perseverance and adaptability

#### Social management

Collaboration

#### Social management

- Communication
- Collaboration

#### Social management

Collaboration

#### Number sense and algebra

Understanding money

# Social management

- Communication
- Collaboration

#### Social management

- Communication
- Collaboration

#### Resources

#### **Work Samples**

WS01 - Body language role play

# WS02 - ■■■■■■■■■ (Teaching family members Japanese)

#### Snapshot - Interacting

# Literacy: Speaking and listening: Interacting

# **Content description**

AC9LJ4C02

### Learning progression extract

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

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

- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4C02

#### **Continuum extract**

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

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

# **Snapshot - Collaboration**

# Personal and Social capability: Social management: Collaboration

#### **Content description**

AC9LJ4C02

# **Continuum extract**

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

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

# Snapshot - Perseverance and adaptability

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

#### **Content description**

AC9LJ4C02

#### Continuum extract

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

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

#### **Snapshot – Collaboration**

# Personal and Social capability: Social management: Collaboration

#### **Content description**

AC9LJ4C02

#### Continuum extract

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

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

# **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4C02

#### Continuum extract

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

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

#### **Snapshot – Collaboration**

# Personal and Social capability: Social management: Collaboration

### **Content description**

AC9LJ4C02

# **Continuum extract**

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

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

#### **Snapshot – Collaboration**

# Personal and Social capability: Social management: Collaboration

# **Content description**

AC9LJ4C02

#### **Continuum extract**

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

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

#### Snapshot – Understanding money

# Numeracy: Number sense and algebra: Understanding money

### **Content description**

AC9LJ4C02

# Learning progression extract

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

#### **Counting money**

- counts a larger collection of coins by making groups (e.g. counts the coins in a money box by sorting the 5 5 5 c, 10 10 1 0 c and 20 20 2 0 c pieces into \$ 1 \\$1 \$ 1 groups)
- determines the amount of money in a collection, including both notes and coins, using basic counting principles and the standard form of writing dollars and cents in decimal format, to 2 2 2 decimal places

#### Working with money additively

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

#### Working with money multiplicatively

- calculates the total cost of several identical items in dollars and cents
- connects the multiplicative relationship between dollars and cents to decimal notation (e.g. explains that a quarter of dollar is equal to  $0.25 \times 0.25$  0 . 2 5 or 25 25 2 5 cents; calculates what 150 150 1 5 0 copies will cost if they are advertised at 15 15 1 5 c a print and expresses this in dollars and cents as  $22.50 \times 2.50$
- solves problems, such as repeated purchases, splitting a bill or calculating monthly subscription fees, using multiplicative strategies
- makes and uses simple financial plans (e.g. creates a classroom budget for an excursion; planning for a school fete)

# **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### **Content description**

AC9LJ4C02

#### **Continuum extract**

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

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

## **Snapshot – Collaboration**

# Personal and Social capability: Social management: Collaboration

## **Content description**

AC9LJ4C02

#### Continuum extract

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

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

# **Snapshot - Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4C02

#### **Continuum extract**

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

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

#### Snapshot – Collaboration

# Personal and Social capability: Social management: Collaboration

#### **Content description**

AC9LJ4C02

#### Continuum extract

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

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

### Resource - WS01 - Body language role play

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

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

#### AC9LJ4C02

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

#### AC9LJ4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, hiragana with the chart as support, and familiar kanji appropriate to context

#### AC9LJ4U01

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

#### AC9LJ4U02

recognise Japanese language conventions, some kana and kanji rules, simple grammatical structures and basic syntax in familiar texts and contexts

# AC9LJ4C03

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

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#### **Elaborations**

- accessing simple print or digital (advertisements, catalogues, menus, packaging, etc.) to locate key points of information in relation to elements such as product, number, price, target, and suitability to recycle
- locating and translating simple about others, for example, cartoon illustrations of similar aged people with matching self-introduction for students to read, and respond to
- viewing or to a short weather report, recognising key such as days of the week, **\***, and drawing pictures to match the weather
- learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Japanese
- developing strategies and to locate key points of information in through the use of pictures, clues, diagrams and recognition of familiar key, for example, viewing a story and noting they recognise and inferring key messages
- viewing or to a simple such as a song or story, recognising and using key to experiment and play with making their own ,
- using print and to gather and respond to information about one another's home lives and , for example, conducting surveys on pets, sports, families, likes and dislikes, and then using graphs or images to display the results

Students learn to:

# locate and respond to key information related to familiar content obtained from spo multimodal texts

(AC9LJ4C03)

# 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

# Number sense and algebra

Understanding money

#### World views

• World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

#### 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

#### Managing and operating

Select and operate tools

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

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

# **Content description**

AC9LJ4C03

#### Continuum extract

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

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

#### Snapshot – Understanding texts

# Literacy: Reading and viewing: Understanding texts

#### **Content description**

AC9LJ4C03

#### **Learning progression extract**

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

#### Comprehension

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

#### **Processes**

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

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

#### Vocabulary

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

#### Comprehension

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

#### **Processes**

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

# Vocabulary

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

#### Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key

verbs, graphs)

- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

#### **Processes**

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

#### Vocabulary

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

# Snapshot - Listening

# Literacy: Speaking and listening: Listening

### **Content description**

AC9LJ4C03

#### **Learning progression extract**

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

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

- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- · describes language and audio features of the text

## Snapshot – Identify, process and evaluate information

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

## **Content description**

AC9LJ4C03

#### Continuum extract

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

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

# Snapshot – Understanding money

# Numeracy: Number sense and algebra: Understanding money

#### **Content description**

AC9LJ4C03

#### **Learning progression extract**

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

#### **Counting money**

- determines the equivalent value of coins or notes sorted into one denomination
- counts small collections of coins or notes according to their value
- writes the value of a small collection of coins or notes in whole dollars, or whole cents using numbers and the correct dollar sign or cent symbol

#### **Equivalent money**

- understands that the Australian monetary system includes both coins and notes and how they are related (e.g. orders a collection of money based on its monetary value)
- determines the equivalent value of coins to \$ 5 \\$5 \$ 5 using any combination of 5 5 5 c, 10 10 1 0 c, 20 20 2 0 c or 50 50 5 0 c coins
- represents different values of money in multiple ways

#### Counting money

- $\bullet$  counts a larger collection of coins by making groups (e.g. counts the coins in a money box by sorting the 5 5 5 c, 10 10 1 0 c and 20 20 2 0 c pieces into \$ 1 \\$1 \$ 1 groups)
- determines the amount of money in a collection, including both notes and coins, using basic counting principles and the standard form of writing dollars and cents in decimal format, to 2 2 2 decimal places

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

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

# **Content description**

AC9LJ4C03

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

## Snapshot – Identify, process and evaluate information

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

## **Content description**

AC9LJ4C03

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# Snapshot - Identify, process and evaluate information

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

# **Content description**

AC9LJ4C03

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# Snapshot - Identify, process and evaluate information

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

#### **Content description**

AC9LJ4C03

#### **Continuum extract**

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### Snapshot – Identify, process and evaluate information

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

### **Content description**

AC9LJ4C03

#### Continuum extract

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

# Snapshot – Select and operate tools

# Digital Literacy: Managing and operating: Select and operate tools

# **Content description**

AC9LJ4C03

#### **Continuum extract**

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

- 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
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate

#### AC9LJ4C04

# develop strategies to comprehend and Japanese in familiar to cultural meaning

•

#### **Elaborations**

- explaining features of Japanese protocols such as the use of expressions, for example,
- ■■■■■■■■■■, basic counter classifiers, and the indication of politeness by using ■■ and ■■
- noticing differences in the ways in which Japanese, English and speakers of other, for example, noticing differences in with young children, unfamiliar adults or elderly people and and and and the absence of a after a family member's name, and different
- creating a bank or class book with Japanese and expressions that do not easily into English, for example,
- taking on the role of a from a story or situation and creating and presenting a skit, song or rap to and cultural information using non-verbal and verbal, for example, crossing hands over chest to indicate
- using a familiar as a stimulus to complete a role-play with their own creative input, for example, role-playing a Japanese folk tale, changing the main and items to suit their own preferences Students learn to:

# develop strategies to comprehend and adjust Japanese language in familiar contex cultural meaning

(AC9LJ4C04)

# General capabilities and cross-curriculum priorities

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

#### **Navigating intercultural contexts**

· Adapt in intercultural exchanges

# Reading and viewing

Understanding texts

# **Elaborations**

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

#### **Navigating intercultural contexts**

· Adapt in intercultural exchanges

# **Knowing Asia and its diversity**

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

#### **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

#### Analysing

Interpret concepts and problems

#### **Navigating intercultural contexts**

Adapt in intercultural exchanges

# Snapshot – Adapt in intercultural exchanges

# Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

# **Content description**

AC9LJ4C04

#### Continuum extract

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

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

#### **Snapshot – Understanding texts**

# Literacy: Reading and viewing: Understanding texts

#### **Content description**

AC9LJ4C04

#### Learning progression extract

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

#### Comprehension

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

#### **Processes**

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

#### Vocabulary

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

#### Comprehension

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

#### **Processes**

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

#### Vocabulary

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

### Comprehension

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

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

#### **Processes**

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

#### Vocabulary

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

# Snapshot - Adapt in intercultural exchanges

# Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

# **Content description**

AC9LJ4C04

#### Continuum extract

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

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

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

# Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

#### **Content description**

AC9LJ4C04

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#### Snapshot – Interpret concepts and problems

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

# **Content description**

AC9LJ4C04

#### **Continuum extract**

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

- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that

approaches may change depending on the subject or learning area

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

# Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

# **Content description**

AC9LJ4C04

#### **Continuum extract**

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

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# **Snapshot – Interpret concepts and problems**

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

#### **Content description**

AC9LJ4C04

#### **Continuum extract**

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

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

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

# Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

# **Content description**

AC9LJ4C04

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

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

## AC9LJ4C05

and present informative and imaginative spoken, written and using expressions, simple, textual, hiragana with the chart as support, and familiar kanji appropriate to

# **Elaborations**

- creating imaginary animals or anime-style and presenting them through , digital display or visual representation, cartoon, puppets, for example,
- creating short versions of familiar such as songs, picture dictionaries, captions for images and displays or photo stories
- creating a chart, diorama, page of a 'Big Book' or digital presentation to showcase elements of their Japanese learning to others
- creating simple descriptions in Japanese and matching them to appropriate First Nations locations in their local area or elsewhere in Australia
- creating and/or presenting a set of simple written instructions or steps for a peer or the class to follow, for example, drawing an imaginary or monster,

#### etc.

· creating informative, for example, describing themselves, family members or friends, and

identifying relationships such as **EEEE**, using and support resources,

#### 

- incorporating onomatopoeic sounds or expressions such as **EXECUTE** onomatopoeic sounds or expressions such as **EXECUTE** on the such as t
- using to label aspects of their daily routine and home life (captions, speech bubbles, etc.), including expressions of time, for example, depicting waking in the morning with a clock displaying

#### and the

• creating scaffolded using hiragana, including use of , and as , as well as some kanji relevant to the such as

Students learn to:

create and present informative and imaginative spoken, written and multimodal text expressions, simple sentences, modelled textual conventions, hiragana with the chamiliar kanji appropriate to context

(AC9LJ4C05)

# General capabilities and cross-curriculum priorities

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

#### Writing

Creating texts

#### Speaking and listening

Speaking

#### Social management

Communication

#### **Elaborations**

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

#### Generating

Create possibilities

#### Social management

Communication

#### Generating

Create possibilities

#### Creating and exchanging

• Create, communicate and collaborate

#### Country/Place

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

#### Generating

Create possibilities

#### Social management

Communication

#### Social management

Communication

#### Generating

Create possibilities

### Social management

Communication

#### Creating and exchanging

• Create, communicate and collaborate

#### Measurement and geometry

Measuring time

#### Generating

Create possibilities

Resources

**Work Samples** 

WS01 - Body language role play

WS02 - ■■■■■■■■■■ (Teaching family members Japanese)

WS03 - ■■■■■ (My Japanese garden)

**Snapshot – Creating texts** 

**Literacy: Writing: Creating texts** 

**Content description** 

AC9LJ4C05

#### 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**

AC9LJ4C05

# Learning progression extract

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

#### Crafting ideas

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

#### Vocabulary

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

#### Crafting ideas

• creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)

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

#### Vocabulary

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

## **Crafting ideas**

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

#### Vocabulary

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

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

# Content description

AC9LJ4C05

#### **Continuum extract**

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

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

#### Snapshot – Create possibilities

# Critical and Creative Thinking: Generating: Create possibilities

# **Content description**

AC9LJ4C05

#### Continuum extract

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4C05

#### Continuum extract

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

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

#### Snapshot – Create possibilities

# Critical and Creative Thinking: Generating: Create possibilities

#### **Content description**

AC9LJ4C05

### **Continuum extract**

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

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

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

# **Content description**

AC9LJ4C05

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this 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
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

### Snapshot – Create possibilities

# Critical and Creative Thinking: Generating: Create possibilities

#### **Content description**

AC9LJ4C05

#### Continuum extract

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## **Content description**

AC9LJ4C05

#### **Continuum extract**

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

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

#### **Snapshot – Communication**

Personal and Social capability: Social management: Communication

### **Content description**

AC9LJ4C05

#### Continuum extract

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

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

#### Snapshot - Create possibilities

# Critical and Creative Thinking: Generating: Create possibilities

## **Content description**

AC9LJ4C05

#### Continuum extract

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### **Content description**

AC9LJ4C05

#### Continuum extract

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

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

#### Snapshot – Create, communicate and collaborate

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

# **Content description**

AC9LJ4C05

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this 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
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

#### **Snapshot – Measuring time**

# Numeracy: Measurement and geometry: Measuring time

## **Content description**

AC9LJ4C05

# **Learning progression extract**

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

# Units of time

- uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
- identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
- identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and

shows that there is a minute hand and an hour hand on a clock

- identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
- reads time on analog clocks to the hour, half-hour and quarter-hour
- names and orders days of the week and months of the year
- uses a calendar to identify the date and determine the number of days in each month

#### Measuring time

- uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
- reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
- identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)
- uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
- uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

#### Relating units of time

- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

#### **Snapshot – Create possibilities**

# Critical and Creative Thinking: Generating: Create possibilities

# **Content description**

AC9LJ4C05

#### **Continuum extract**

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

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

#### Resource – WS03 - ■■■■■ (My Japanese garden)

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

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

#### AC9LJ4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, hiragana with the chart as support, and familiar kanji appropriate to context

#### AC9LJ4U01

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

#### AC9LJ4U02

recognise Japanese language conventions, some kana and kanji rules, simple grammatical structures and basic syntax in familiar texts and contexts

#### AC9LJ4U04

identify connections between Japanese language and cultural practices

# AC9LJ4U01

#### recognise and use combinations of hiragana sounds, and patterns of Japanese to form and

•

•

#### **Elaborations**

- recognising that there are 5 (a, i, u, e, o) and 19 distinct in Japanese (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and that can be attached to most to produce a kana
- recognising sounds and pronouncing hiragana and , including some , for example, **EXECUTE**, voiced sounds, for example, **EXECUTE**, and sounds, for example, **EXECUTE**, with reference to support resources
- applying some differences in of English and Japanese versions of such as
- recognising some variations in , for example, rising when a is being asked or when something is an instruction or command, and using these patterns in their own speech
- noticing some familiar kanji that may have more than one 'sound', for example,
- understanding that hiragana can be combined to represent, learning how to use the chart, and recognising hiragana as a systematic framework for and
- recognising the concept of the minimum unit of in Japanese 'foot' or **THE** and that one foot in Japanese consists of 2 moras, for example, **THE** is pronounced as a 3-foot **THE** Students learn to:

# recognise and use modelled combinations of hiragana sounds, pronunciation and i Japanese to form words and phrases

(AC9LJ4U01)

#### General capabilities and cross-curriculum priorities

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

#### Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

#### Speaking and listening

Speaking

### Social management

Communication

#### **Elaborations**

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

#### Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

#### Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

# Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

#### Social management

Communication

#### Social management

Communication

#### **Analysing**

• Interpret concepts and problems

#### Reflecting on culture and cultural diversity

Explore the influence of cultures on interactions

#### Social management

Communication

#### Resources

**Work Samples** 

WS01 - Body language role play

WS02 - ■■■■■■■■■ (Teaching family members Japanese)

WS03 - ■■■■■ (My Japanese garden)

Snapshot – Explore the influence of cultures on interactions

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

#### **Content description**

AC9LJ4U01

#### **Continuum extract**

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

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

#### Snapshot – Speaking

# Literacy: Speaking and listening: Speaking

#### **Content description**

AC9LJ4U01

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### Vocabulary

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

#### Crafting ideas

• creates spoken texts for a range of purposes across learning areas (e.g. explains how the

mathematics problem was solved)

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

#### Vocabulary

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

#### **Crafting ideas**

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

#### Vocabulary

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

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

# **Content description**

AC9LJ4U01

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LJ4U01

#### **Continuum extract**

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

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- · examine the influence of cultural and linguistic diversity on familiar interactions, and identify

opportunities or challenges for relationship-building

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

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

#### **Content description**

AC9LJ4U01

# **Continuum extract**

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

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

# Snapshot – Explore the influence of cultures on interactions

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

# **Content description**

AC9LJ4U01

#### Continuum extract

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

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

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4U01

#### Continuum extract

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

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

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4U01

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LJ4U01

#### **Continuum extract**

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

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

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

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

# **Content description**

AC9LJ4U01

#### Continuum extract

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

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

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## **Content description**

AC9LJ4U01

#### **Continuum extract**

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

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

#### Resource – 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 language role play

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

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

#### AC9LJ4C02

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

## AC9LJ4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, hiragana with the chart as support, and familiar kanji appropriate to context

#### AC9LJ4U01

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

### AC9LJ4U02

recognise Japanese language conventions, some kana and kanji rules, simple grammatical structures and basic syntax in familiar texts and contexts

#### Resource – WS02 - **EXECUTE** (Teaching family members Japanese)

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

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

#### AC9LJ4C01

initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions

## AC9LJ4C02

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

# AC9LJ4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, hiragana with the chart as support, and familiar kanji appropriate to context

#### AC9LJ4U01

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

#### Resource – WS03 - ■■■■■ (My Japanese garden)

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

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

## AC9LJ4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, hiragana with the chart as support, and familiar kanji appropriate to context

# AC9LJ4U01

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

#### AC9LJ4U02

recognise Japanese language conventions, some kana and kanji rules, simple grammatical structures and basic syntax in familiar texts and contexts

#### AC9LJ4U04

identify connections between Japanese language and cultural practices

#### AC9LJ4U02

recognise Japanese , some kana and kanji rules, simple grammatical structures and basic in familiar and

#### **Elaborations**

- recognising and using the rules of simple Japanese order (+object+/copula) with support
- developing understanding of present ■■ form with particles and ■, for example,

**THE STATE OF THE STATE OF THE** 

- describing people, animals, places and things using or adjective-noun, for example,
- understanding that there is a stroke order and that there are rules for kana and kanji, and practising numbering strokes in order when
- recognising the function of, and using some particles in , for example, after the , to indicate ownership, for and in expressions such as ■■■■■
- recognising some Japanese and different ways of presenting, for example, observing layout, direction, the use of squared paper and punctuation,
- recognising and using basic counters in Japanese for different such as expressing quantity and time, for example,
- seeking information using within structures,
- , for example,
- noticing the systematic and logical nature of Japanese, and the kana charts, and using this

knowledge to support learning

developing for communicating about through the use of correct terminology for parts of speech (, and )

Students learn to:

# recognise Japanese language conventions, some kana and kanji rules, simple gram and basic syntax in familiar texts and contexts

(AC9LJ4U02)

#### General capabilities and cross-curriculum priorities

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

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

· Communicate responsively

#### Writing

Grammar

#### Social management

Communication

#### **Elaborations**

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

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

Communicate responsively

#### Social management

Communication

#### **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

# Engaging with cultural and linguistic diversity

· Communicate responsively

#### Social management

Communication

# **Engaging with cultural and linguistic diversity**

· Communicate responsively

#### Social management

Communication

#### Measurement and geometry

Measuring time

#### Social management

Communication

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

· Communicate responsively

#### Social management

Communication

#### Reflecting

Transfer knowledge

#### Social management

Communication

# Reflecting

Think about thinking (metacognition)

# Social management

Communication

#### Resources

Work Samples

WS01 - Body language role play

WS03 - ■■■■■ (My Japanese garden)

# Snapshot - Communicate responsively

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

# **Content description**

AC9LJ4U02

#### **Continuum extract**

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

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

## **Snapshot – Grammar**

**Literacy: Writing: Grammar** 

# **Content description**

AC9LJ4U02

# Learning progression extract

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

#### Grammatical accuracy

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

#### Group and word level

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

#### Sentence level

• writes coherent simple sentences to express an idea or event

#### Whole text level

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

## **Grammatical accuracy**

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

#### Group and word level

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g.

"the spotted dog")

- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

#### Sentence level

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

#### Whole text level

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

#### **Grammatical accuracy**

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

#### Group and word level

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

#### Sentence level

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

#### Whole text level

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

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

#### **Content description**

AC9LJ4U02

#### **Continuum extract**

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

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

#### Snapshot – Communicate responsively

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

## **Content description**

AC9LJ4U02

#### Continuum extract

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

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

## **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

# **Content description**

AC9LJ4U02

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# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

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AC9LJ4U02

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# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

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AC9LJ4U02

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#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

AC9LJ4U02

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# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

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AC9LJ4U02

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# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

# **Content description**

AC9LJ4U02

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## **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

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AC9LJ4U02

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

## **Snapshot – Communicate responsively**

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

# **Content description**

AC9LJ4U02

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

## **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

# **Content description**

AC9LJ4U02

# **Continuum extract**

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

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

# Snapshot - Measuring time

# Numeracy: Measurement and geometry: Measuring time

# **Content description**

AC9LJ4U02

# Learning progression extract

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

#### Units of time

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

#### Measuring time

- uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
- reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
- identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)
- uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
- uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

#### Relating units of time

- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

#### Snapshot – Communication

# Personal and Social capability: Social management: Communication

## **Content description**

AC9LJ4U02

## **Continuum extract**

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

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

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

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

# **Content description**

AC9LJ4U02

#### **Continuum extract**

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

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

# **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

# **Content description**

AC9LJ4U02

#### **Continuum extract**

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

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

### **Snapshot – Transfer knowledge**

# Critical and Creative Thinking: Reflecting: Transfer knowledge

#### **Content description**

AC9LJ4U02

# **Continuum extract**

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

- 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
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

#### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

# **Content description**

AC9LJ4U02

# Continuum extract

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

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

## Snapshot – Think about thinking (metacognition)

# Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

## **Content description**

AC9LJ4U02

## **Continuum extract**

- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions
- · identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes

# Snapshot – Communication

# Personal and Social capability: Social management: Communication

# **Content description**

AC9LJ4U02

#### **Continuum extract**

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

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

# AC9LJ4U03

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

•

#### **Elaborations**

- discussing the sounds of Japanese compared with English, noticing limitations when some borrowed and the need to adapt, for example, to the absence of the 'l' and 'r' sound when names in Japanese
- creating a Japanese and English comparison table, graph, poster or graphic to display differences, for example, producing a chart to show, order, , , and
- applying literacy knowledge in English, or other known, to recognise different elements in that contribute to meaning-making, for example, examining the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon; or becoming punctuation detectives and finding elements in a
- recognising features of familiar of Japanese , (picture books, digital books, etc.) and shared and noticing elements such as punctuation and layout, and comparing these with the way English is organised in similar

Students learn to:

# recognise familiar Japanese language features and compare with those of English,

(AC9LJ4U03)

#### General capabilities and cross-curriculum priorities

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

#### Analysing

Interpret concepts and problems

# **Engaging with cultural and linguistic diversity**

Communicate responsively

#### Reflecting on culture and cultural diversity

Reflect on the relationship between cultures and identities

#### **Elaborations**

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

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

Communicate responsively

## **Analysing**

· Interpret concepts and problems

#### **Analysing**

• Interpret concepts and problems

#### Reflecting on culture and cultural diversity

Reflect on the relationship between cultures and identities

## **Analysing**

Interpret concepts and problems

#### Resources

# Snapshot - Interpret concepts and problems

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

# **Content description**

AC9LJ4U03

#### **Continuum extract**

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

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

# **Snapshot – Communicate responsively**

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

# **Content description**

AC9LJ4U03

#### Continuum extract

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

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

# Snapshot – Reflect on the relationship between cultures and identities

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

## **Content description**

AC9LJ4U03

#### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Compresponsively

# **Content description**

AC9LJ4U03

#### Continuum extract

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

their effect on building understanding

# Snapshot – Interpret concepts and problems

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

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- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

# **Snapshot – Interpret concepts and problems**

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

# **Content description**

AC9LJ4U03

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- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

# Snapshot – Reflect on the relationship between cultures and identities

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

# **Content description**

AC9LJ4U03

#### Continuum extract

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

- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
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# **Snapshot – Interpret concepts and problems**

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

#### **Content description**

AC9LJ4U03

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#### AC9LJ4U04

# identify connections between Japanese and cultural practices

# **Elaborations**

- exploring additional elements of ' (what is valued in different communities, , environments, different approaches to teaching and learning in school, etc.), and understanding expressions and terms that reflect cultural , for example,
- recognising and practising common and behaviours that reflect Japanese and traditions, for

example, when viewing excerpts from digital, for key and familiar and cultural expressions and behaviours, and ways of accepting compliments or praise in Japanese by saying **EXE** instead of **EXERCITY**, expressing humility and respect by not going first or not using **EXE** for self

- noticing and comparing their own and others' ways of communicating, identifying any elements that reflect cultural differences or influences of other, and considering different interpretations, for example, noticing differences between Japanese and Australian-English used in certain social situations,
- exploring representations of information such as symbols used in cultural expressions of First Nations Australians, and making connections with those of Japanese and
- learning to discuss and by responding to prompt, for example, "What do you notice?", "Why do you think that ...?", "How is this similar/different ...?", or using thinking strategies, "I used to think/now I think"
- discussing the importance of respect and politeness in Japanese, for example using specific titles, and, and noticing that the **E** can be used with anyone, regardless of gender, age or status
- noticing how politeness, humility and respect are in different ways in Japanese and behaviour, such as how and can replace, for example, bowing as an apology or as a request to be excused
- understanding that used in particular can vary between cultural , for example, noting the use of titles/ in Japanese

Students learn to:

# identify connections between Japanese language and cultural practices

(AC9LJ4U04)

# General capabilities and cross-curriculum priorities

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

# **Engaging with cultural and linguistic diversity**

Communicate responsively

#### Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

#### **Elaborations**

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

#### 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.

#### 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.

# **Engaging with cultural and linguistic diversity**

Develop empathy

#### Reflecting on culture and cultural diversity

Explore the influence of cultures on interactions

## **Knowing Asia and its diversity**

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

#### Culture

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

#### Reflecting on culture and cultural diversity

Reflect on the relationship between cultures and identities

### **Navigating intercultural contexts**

Consider responses to intercultural contexts

#### Self-awareness

Reflective practice

# **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.

# **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.

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

· Communicate responsively

#### Resources

# **Work Samples**

# WS03 - ■■■■■ (My Japanese garden)

# **Snapshot – Communicate responsively**

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

# **Content description**

AC9LJ4U04

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

# Snapshot – Reflect on the relationship between cultures and identities

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

## **Content description**

AC9LJ4U04

#### Continuum extract

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

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

# Snapshot – Reflect on the relationship between cultures and identities

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

## **Content description**

#### AC9LJ4U04

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# Snapshot – Reflect on the relationship between cultures and identities

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

# **Content description**

AC9LJ4U04

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

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- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

# **Snapshot – Consider responses to intercultural contexts**

# Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

# **Content description**

AC9LJ4U04

#### Continuum extract

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

- 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
- explain how intercultural experiences affect what they learn about relationship-building and interactions

#### Snapshot – Develop empathy

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve Content description

AC9LJ4U04

#### **Continuum extract**

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

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

# Snapshot – Explore the influence of cultures on interactions

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

#### **Content description**

AC9LJ4U04

#### Continuum extract

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

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

# Snapshot – Reflect on the relationship between cultures and identities

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

# **Content description**

AC9LJ4U04

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

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

# **Snapshot – Consider responses to intercultural contexts**

# Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

# **Content description**

AC9LJ4U04

#### **Continuum extract**

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

- 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
- explain how intercultural experiences affect what they learn about relationship-building and interactions

# Snapshot - Reflective practice

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

# **Content description**

AC9LJ4U04

#### **Continuum extract**

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

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

# Snapshot – Adapt in intercultural exchanges

# Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

# Content description

AC9LJ4U04

#### Continuum extract

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

understanding of, cultural diversity

# Snapshot - Adapt in intercultural exchanges

# Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

# Content description

AC9LJ4U04

#### **Continuum extract**

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

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

# **Snapshot – Communicate responsively**

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comresponsively

# **Content description**

AC9LJ4U04

#### **Continuum extract**

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