AC9LJF01

with support, recognise and meaning in Japanese

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Elaborations

• responding to images showing different times of the day, greeting others at different times of the day, and verbalising which greeting is most appropriate and why

• using appropriate forms of and formal/informal greetings in games and everyday routines, for example, ■■

• copying and , for example, bowing, using 2 hands to give and receive, gesturing to come, waving hand for 'no', pointing to nose to indicate 'me'

• playing and experimenting with through participating in songs, dances, , games and creating mnemonic devices

• participating in guided group and simple tasks such as games, crafts and role-plays, using movement, , props, toys, images and/or to support understanding and meaning

• using Japanese for everyday routines and such as the roll call, ■■■■■■■■■■■■■■■■■■ and eating, ■■■■■■■■■■■■

• responding to spoken and instructions through movement or creative expression, for example, counting with fingers to a number song, actions to match meaning, music, acting and miming

• locating familiar key and information in such as group , matching flashcards, drawing lines to images or objects, colouring, filling in the blanks

• engaging in shared , and viewing and discussing reactions, themes, familiar keywords and

• participating in group (singing a song, a short skit with actions and movement, etc.) at assembly

Students learn to:

with support, recognise and communicate meaning in Japanese

(AC9LJF01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

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

Social management

• Communication

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

Engaging with cultural and linguistic diversity

• Communicate responsively
Social management
• Communication
Measurement and geometry
• Positioning and locating
Number sense and algebra
• Counting processes
Social management
• Communication
Social management
• Communication
Social management
• Communication
Resources
Work Samples

WS01 - ■■■■■■■■■■■■■ (Let's clap the sounds of hiragana)

WS02 - ■■■■ (Colour cheerleading)

WS03 - ■■■■■■■■■■ (Introducing a toy with a friend)

Snapshot – Communicate responsively

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

Content description

AC9LJF01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LJF01
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
Crafting ideas
• speaks in short phrases or simple sentences about familiar objects, people or events
• uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
• makes simple requests
• indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
• uses simple, appropriate personal greetings
Vocabulary
• uses a small range of familiar words
• names common items from the environment or pictures
• uses mainly correct word order in simple sentences
Crafting ideas
• retells personal events and experiences to peers and known adults
• shares feelings and thoughts about the events and characters in text
• retells key details or points from a learning experience or text viewed or heard
• uses mainly appropriate word order
• uses appropriate volume for small audiences

• uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is …")

Vocabulary

• uses simple connectives to join ideas (e.g. "and then") (see Grammar)

• uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")

• uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)

• uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)

• uses simple language to compare and contrast (e.g. "smaller", "more")

• uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

• creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)

• speaks audibly and clearly to a familiar audience (e.g. own class)

• uses some extended sentences

• organises key ideas in logical sequence

• provides some supporting details

• expresses causal relationships (e.g. "when the egg cracked, the chicken came out")

• provides simple justifications (e.g. "I chose cherries because they are red.")

• uses some varying intonation or volume for emphasis

• regulates pace with pausing

Vocabulary

• uses some precise vocabulary from learning areas

• uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)

• uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")

• uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJF01

Continuum extract

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

• communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJF01

Continuum extract

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

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Snapshot – Communicate responsively

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

Content description

AC9LJF01

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJF01

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Snapshot – Communicate responsively

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

Content description

AC9LJF01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJF01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJF01

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Snapshot – Communicate responsively

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

Content description

AC9LJF01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJF01

Continuum extract

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

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

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9LJF01

Learning progression extract

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

Position to self

• locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")
• orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)
• follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")

Position to other

• uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
• interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
• gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

Snapshot – Counting processes

Numeracy: Number sense and algebra: Counting processes

Content description

AC9LJF01

Learning progression extract

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

Counting sequences

• identifies number words when reciting counting rhymes or when asked to count (e.g. holds up 3 3 3

fingers to represent 3 3 3 little ducks)

Pre-counting

• subitises small collections of objects, typically up to 3 3 3 items (e.g. recognises and names the number of dots on a card or how many fingers are held up out of one, 2 2 2 or 3 3 3)

Counting sequences

• counts in stable counting order from one within a known number range (e.g. engages with counting in nursery rhymes, songs and children's literature)

Perceptual counting

• conceptually subitises a collection up to 5 5 5 (e.g. recognises a collection of 5 5 5 items as a result of perceptually subitising smaller parts such as 3 3 3 and 2 2 2)

• counts a small number of items typically less than 4 4 4

• engages in basic counting during play-based activities such as cooking or shopping (e.g. places 3 3 3 bananas in a shopping basket one at a time and says " 1 , 2 , 3 1, 2, 3 1 , 2 , 3 ")

Counting sequences

• counts forward by one using the full counting sequence to determine the number before or after a given number, within the range of 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes after 6 6 6 , counts from one in sequence up to 7 7 7 then says "it's 7 7 7 "; when asked what number comes before 6 6 6 , counts from one, 1 , 2 , 3 , 4 , 5 , 6 1, 2, 3, 4, 5, 6 1 , 2 , 3 , 4 , 5 , 6 and responds "its 5 5 5 ")

Perceptual counting

• matches the count to objects, using one-to-one correspondence (e.g. counts visible or orderly items by ones; may use objects, tally marks, bead strings, sounds or fingers to count; identifies that 2 2 2 sirens means it is lunchtime)

• determines that the last number said in a count names the quantity or total of that collection (e.g. when asked "how many" after they have counted the collection, repeats the last number in the count and indicates that it refers to the number of items in the collection)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJF01

Continuum extract

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJF01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LJF01

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• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance 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 - ■■■■■■■■■■■■■■ (Let's clap the sounds of hiragana)

By the end of the Foundation year, students use play and imagination to interact and create Japanese texts, with support. They identify that Japanese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

AC9LJF01

with support, recognise and communicate meaning in Japanese

Resource – WS02 - ■■■■ (Colour cheerleading)

By the end of the Foundation year, students use play and imagination to interact and create Japanese texts, with support . They identify that Japanese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

AC9LJF01

with support, recognise and communicate meaning in Japanese

Resource – WS03 - ■■■■■■■■■ (Introducing a toy with a friend)

By the end of the Foundation year, students use play and imagination to interact and create Japanese texts, with support . They identify that Japanese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

AC9LJF01

with support, recognise and communicate meaning in Japanese

AC9LJF02

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

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Elaborations

• pronouncing, copying or tracing kana and kanji using support material, images and mnemonic devices
• playing with, and using tactile materials to Japanese , for example, forming kanji numbers or kana using plasticine, chalk on the pavement, painting with water, and making pictures out of to be displayed around classroom
• using visual and prompting, noticing differences and similarities among the spoken and written English alphabet, and hiragana, katakana and kanji, for example, "Hiragana is curly looking, kanji has straight lines and different parts, hiragana sounds different from abc"
• recognising symbols and how pattern systems work, understanding how sound can be represented in different alphabets, for example, during class stories, pointing to while
• noticing when Japanese or English is being used in the classroom and developing active skills
• discussing familiar of Japanese origin that they may have encountered such as sushi, karate, anime, and how these sound and look in Japanese and English
• participating in a guided group , with students naming some similarities and differences between Japanese and English (appearance, sound, , politeness), and the teacher presenting the responses in a Venn diagram or image to display in the classroom
• responding to Japanese versions of familiar children's stories and folk tales, comparing expressions and key points in the story with English versions, and re-enacting with puppets, props or actions

Students learn to:

explore, with support, language features of Japanese noticing similarities and differ Japanese and English

(AC9LJF02)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reading and viewing

• Phonic knowledge and word recognition

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Growing Asia-Australia engagement

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

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Navigating intercultural contexts

• Consider responses to intercultural contexts

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJF02

Continuum extract

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

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

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LJF02

Continuum extract

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

• listen to, and share opinions and reflections on, familiar topics and intercultural experiences

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LJF02

Learning progression extract

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

Phonic knowledge

• says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")

• identifies and names letters for taught single-letter graphemes

• blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g.

"at") and consonant-vowel-consonant (CVC) words (e.g. "hop")
• identifies first phoneme in words
• orally segments CVC words (e.g. "c-a-t", "h-a-t")
• recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

Word recognition

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

Phonic knowledge

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

Word recognition

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

Phonic knowledge

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

Word recognition

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJF02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJF02

Continuum extract

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

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

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LJF02

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJF02

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJF02

Continuum extract

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

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

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LJF02

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

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AC9LJF02

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

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
perspectives

Content description

AC9LJF02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• listen to, and share opinions and reflections on, familiar topics and intercultural experiences
• identify opinions on familiar topics and intercultural experiences, recognising reasons for
different perspectives

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider respons
contexts

Content description

AC9LJF02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice how they, and their family members, respond in unfamiliar intercultural contexts
• describe how past intercultural experiences affect how they understand and respond to new
experiences

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
perspectives

Content description

AC9LJF02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• listen to, and share opinions and reflections on, familiar topics and intercultural experiences
• identify opinions on familiar topics and intercultural experiences, recognising reasons for
different perspectives

AC9LJF03

explore connections between and

•

•

Elaborations
• acknowledging and celebrating the and cultural of others, for example, to the different sounds and
ways of saying common expressions, or celebrating different events
• participating in whole class discussions about the meaning of ' and ' , talking about their
traditions, practices and what is important to them and their way of life
• noticing how local names of streets, places and landmarks can have their origins in (s) of First
Nations Australians
• using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of
the of Australia to notice the (s) of First Nations Australians in their local area and/or across
Australia

• recognising that Japanese is another and understanding that it is spoken by people in Japan as well as other countries, including Australia
• exploring common Japanese symbols, mascots, ■■■■■ Yuru Chara, emblems and and how they relate to , tradition and , for example, identifying the origami crane, cherry blossoms, Samurai, Kumamon, Miraitowa, Maneki neko, kimono
• engaging actively in, and sharing the enjoyment of, , and in a range of ways, for example, to, and responding to stories, cultural displays and experiences
• observing similarities and differences between classroom in Japanese and English, for example, referring to the teacher using only ■■■■

Students learn to:

explore connections between language and culture

(AC9LJF03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively
• Develop empathy

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Navigating intercultural contexts

• Consider responses to intercultural contexts

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.

Culture

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Knowing Asia and its diversity

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LJF03

Continuum extract

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

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

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information
and digital sources

• identify and explain similarities and differences in selected information

Snapshot – Communicate responsively

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

Content description

AC9LJF03

Continuum extract

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

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LJF03

Continuum extract

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

• identify ways in which cultures, including their own, interact

• describe how their cultural identities influence interactions with others

Snapshot – Communicate responsively

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

Content description

AC9LJF03

Continuum extract

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

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meanings for familiar cultural and linguistic groups

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9LJF03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice their own feelings, and the feelings of others, during familiar intercultural experiences
• describe their own feelings and responses, and those of others, when discussing familiar
intercultural experiences

Snapshot – Explore the influence of cultures on interactions
Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

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AC9LJF03
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Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

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

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Snapshot – Explore the influence of cultures on interactions
Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9LJF03
Continuum extract

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

Content description

AC9LJF03

Continuum extract

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

• notice how they, and their family members, respond in unfamiliar intercultural contexts

• describe how past intercultural experiences affect how they understand and respond to new experiences

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com

responsively

Content description

AC9LJF03

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Snapshot – Identify, process and evaluate information

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

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

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Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore

cultures on interactions

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com

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