

AC9LFF01

with support, recognise and meaning in French

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Elaborations

- introducing themselves and responding to greetings, for example, Comment t'appelles-tu? Je m'appelle ... Ça va, Émilie? Ça va (bien), merci.
- using French for everyday such as thanking, apologising and offering wishes or congratulations, for example, Merci! Oh, pardon! Bon appétit; Bonne fête! Bravo!
- singing , action songs and raps such as Tourne, tourne petit moulin ; lullabies, Fais do-do and counting songs, Un éléphant qui se balançait
- using French for everyday routines such as roll call and for opening and closing lessons, for example, singing Bonjour, mes amis/Au revoir, mes amis; Présent(e)!
- responding to instructions or directions through actions, or verbal responses, for example, On fait un grand cercle; Lève-toi, Regardez-moi, Écoutez, Doucement!
- for key in stories, or songs, using and visual such as and facial expressions to assist understanding
- performing songs, and action stories using non-verbal forms of expression such as clapping, and facial expressions to support the making of meaning
- using some French and expressions in English conversation when it feels appropriate, for example, ah bon ..., voilà, pardon, merci, attention! and noticing changes in their behaviour, or when French
- sharing and simple expressions and songs with friends and family, for example, singing Joyeux anniversaire and using appropriate greetings such as Salut, Bonsoir or Félicitations ! for different times or occasions
- drawing and/or labelling classroom objects and aspects of daily school routines such as la récréation and le sport , and tracing captions or attaching bubbles to the pictures

Students learn to:

with support, recognise and communicate meaning in French

(AC9LFF01)

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

Social management

- Communication

Number sense and algebra

- Counting processes

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LFF01

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

AC9LFF01

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

AC9LFF01

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

AC9LFF01

introducing themselves and responding to greetings, for example, Comment t'appelles-tu? Je m'appelle ... Ça va, Émilie? Ça va (bien), merci.

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LFF01

using formulaic French phrases for everyday interactions such as thanking, apologising and offering wishes or congratulations, for example, Merci! Oh, pardon! Bon appétit; Bonne fête! Bravo!

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
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Snapshot – Counting processes

Numeracy: Number sense and algebra: Counting processes

Content description

AC9LFF01

singing rhymes, action songs and raps such as Tourne, tourne petit moulin ; lullabies, Fais do-do

and counting songs, Un éléphant qui se balançait

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

AC9LFF01

using French for everyday routines such as roll call and for opening and closing lessons, for example, singing Bonjour, mes amis/Au revoir, mes amis; Présent(e)!

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

AC9LFF01

responding to instructions or directions through actions, gestures or verbal responses, for example, On fait un grand cercle; Lève-toi, Regardez-moi, Écoutez, Doucement!

Continuum extract

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LFF01

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LFF01

Continuum extract

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- 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 – Reflect on the relationship between cultures and identities

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

Content description

AC9LFF01

using some French words and expressions in English conversation when it feels appropriate, for example, ah bon ..., voilà, pardon, merci, attention! and noticing changes in their behaviour, voice or body language when speaking French

Continuum extract

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LFF01

sharing and interpreting simple expressions and songs with friends and family, for example, singing Joyeux anniversaire and using appropriate greetings such as Salut, Bonsoir or Félicitations ! for different times or occasions

Continuum extract

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LFF01

drawing and/or labelling classroom objects and aspects of daily school routines such as la récréation and le sport , and tracing captions or attaching word bubbles to the pictures

Continuum extract

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

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

Resource – French language resource

French

Language support resource

The French Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: French. 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 French 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

AC9LFF02

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

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Elaborations

- singing French alphabet and number songs and noticing that French has the same alphabet as English, but the letters have different sounds
- reproducing the sounds and of French by reciting, repeating after, and imitating the teacher, chants and
- exploring the patterns and understanding the difference between statements, and exclamations
- using French versions of spontaneous exclamations or such as Aïe! instead of ouch! and the for play with friends, Vas-y! Bravo! Cours! À moi!
- exploring the facial movements involved with making sound in English and French

- exploring and comparing familiar such as animal sounds ouaf ouaf (woof woof) and groin groin (oink oink)
- noticing that different kinds of are used in different situations with different people, for example, noticing between children and parents, Un bisou, papa! Je t'aime ma puce and with unfamiliar adults, Bonjour, Madame, comment allez-vous?
- recognising that some French are used in English such as menu, chef, ballet, croissant, chauffeur

Students learn to:

explore, with support, language features of French noticing similarities and differences between French and English

(AC9LFF02)

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 .

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Navigating intercultural contexts

- Consider responses to intercultural contexts
- Adapt in intercultural exchanges

Inquiring

- Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LFF02

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: Develop perspectives

Content description

AC9LFF02

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

AC9LFF02

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 – Develop multiple perspectives

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

Content description

AC9LFF02

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 – Develop multiple perspectives

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

Content description

AC9LFF02

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
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Snapshot – Develop multiple perspectives

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

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AC9LFF02

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

Snapshot – Develop multiple perspectives

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

Content description

AC9LFF02

using French versions of spontaneous exclamations or interactions such as Aïe! instead of ouch! and the language for play with friends, Vas-y! Bravo! Cours! À moi!

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 information

Content description

AC9LFF02

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: Develop multiple perspectives

Content description

AC9LFF02

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 – Develop multiple perspectives

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

Content description

AC9LFF02

exploring and comparing familiar onomatopoeia such as animal sounds ouaf ouaf (woof woof) and groin (oink oink)

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 information

Content description

AC9LFF02

noticing that different kinds of language are used in different situations with different people, for example, noticing exchanges between children and parents, Un bisou, papa! Je t'aime ma puce and exchanges with unfamiliar adults, Bonjour, Madame, comment allez-vous?

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: Develop multiple perspectives

Content description

AC9LFF02

noticing that different kinds of language are used in different situations with different people, for example, noticing exchanges between children and parents, Un bisou, papa! Je t'aime ma puce and exchanges with unfamiliar adults, Bonjour, Madame, comment allez-vous?

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 responses to intercultural contexts

Content description

AC9LFF02

noticing that different kinds of language are used in different situations with different people, for example, noticing exchanges between children and parents, Un bisou, papa! Je t'aime ma puce and exchanges with unfamiliar adults, Bonjour, Madame, comment allez-vous?

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LFF02

noticing that different kinds of language are used in different situations with different people, for example, noticing exchanges between children and parents, Un bisou, papa! Je t'aime ma puce and exchanges with unfamiliar adults, Bonjour, Madame, comment allez-vous?

Continuum extract

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

Snapshot – Identify, process and evaluate information

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

Content description

AC9LFF02

recognising that some French words are used in English such as menu, chef, ballet, croissant, chauffeur

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

AC9LFF03

explore connections between and

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Elaborations

- sharing ideas and experiences of learning the French

- noticing that French is spoken in many different places in the world apart from France
- placing France and French-speaking countries on a world map and adding the countries represented in the class
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
- noticing how local names of streets, places and landmarks can have their origins in (s) of First Nations Australians
- comparing aspects of Australian and French children's lifestyles (playing games, buying and eating food, with family members, etc.) such as school canteen meals or daily greetings in the family
- noticing their own use of , expressions or behaviours that make them who they are, including from different , ways of celebrating or talking that may not be familiar to other people
- exchanging ideas, feelings and understandings of and through play-based experiences such as dress-ups, puppets, and pretend cafes, French shops such as la boulangerie and market stands
- playing and engaging with cultural items such as Euros, postcards and from French-speaking countries

Students learn to:

explore connections between language and culture

(AC9LFF03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Elaborations

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Communicate responsively

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Culture

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

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.

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

Engaging with cultural and linguistic diversity

- Communicate responsively
- Develop empathy

Navigating intercultural contexts

- Consider responses to intercultural contexts

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Collaboration

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Collaboration

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LFF03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LFF03

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 the influence of cultures on interactions

Content description

AC9LFF03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LFF03

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: Develop multiple perspectives

Content description

AC9LFF03

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 – Communicate responsively

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

Content description

AC9LFF03

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 – Identify, process and evaluate information

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

Content description

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Snapshot – Explore the influence of cultures on interactions

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

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Snapshot – Communicate responsively

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

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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: Communicate responsively

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

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

Content description

AC9LFF03

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 – Consider responses to intercultural contexts

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

Content description

AC9LFF03

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: Communicate responsively

Content description

AC9LFF03

exchanging ideas, feelings and understandings of language and culture through play-based experiences such as dress-ups, puppets, and pretend cafes, French shops such as la boulangerie and market stands

Continuum extract

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- 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 – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LFF03

exchanging ideas, feelings and understandings of language and culture through play-based experiences such as dress-ups, puppets, and pretend cafes, French shops such as la boulangerie and market stands

Continuum extract

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

- engage with peers and other community members
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities

Snapshot – Communicate responsively

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

Content description

AC9LFF03

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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