

AC9LVF01

with support, recognise and meaning in Vietnamese

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Elaborations

- using simple greetings relevant to their relationship to the person, for example, Em chào cô/thầy/mẹ/bà. Chào bạn. Hello good day. Tomorrow.
- introducing themselves and responding to greetings, for example, Tôi là Vi. Còn bạn? Bạn tên là gì? Bạn có khỏe không? Tôi khỏe, cảm ơn. Bạn mấy tuổi? Tôi năm tuổi.
- using for everyday such as thanking, requesting, apologising and offering best wishes, for example, Cảm ơn. Làm ơn. Xin lỗi. Xin mời. Mời bạn. Thưa cô/thầy/mẹ/bà. Dạ, có/không. Tôi vui vui!
- sharing likes and dislikes, for example, Dạ, thích/không thích. Mình thích/không thích.
- responding to instructions or directions through actions, or spoken responses, for example, ngồi xuống, đứng lên, lắng nghe và lặp lại, đứng thành hình tròn, xếp hàng
- imitating and playing with aspects of Vietnamese and incorporating appropriate facial expressions and , for example, crossing arms and bowing with the head when greeting an adult
- performing songs, and action stories using non-verbal forms of expression such as clapping, and facial expressions to support the meaning, for example, múa vai gõ chân, hát vè, Bài tập thể dục buổi sáng
- for and identifying key in stories, or songs
- sharing simple expressions and songs with friends and family, for example, singing Chúc bạn sinh nhật vui vẻ and using appropriate greetings such as Mong bạn chóng khỏe or Chúc mừng năm mới for different times or occasions
- playing games such as counting, sorting, ordering, matching as a whole class or individually, using classroom hardware, for example, interactive whiteboard, tablet

Students learn to:

with support, recognise and communicate meaning in Vietnamese

(AC9LVF01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Speaking

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

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

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS01 - Simon b■o (Simon Says)

WS02 - Chú Cu■i va■■cây ■a (Vietnamese folktale)

WS03 - L■i chào (Greetings)

Snapshot – Communicate responsively

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

Content description

AC9LVF01

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

AC9LVF01

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order

- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Communicate responsively

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

Content description

AC9LVF01

using simple greetings relevant to their relationship to the person, for example, Em chào cô/thầy/mẹ/bà. Chào bạn. Hello good morning. Tomorrow.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF01

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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

AC9LVF01

introducing themselves and responding to greetings, for example, Tôi là Vi. Còn bạn? Bạn tên là gì? Bạn có khỏe không? Tôi khỏe, cảm ơn. Bạn mấy tuổi? Tôi năm tuổi.

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Snapshot – Communicate responsively

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

Content description

AC9LVF01

using formulaic phrases for everyday interactions such as thanking, requesting, apologising and offering best wishes, for example, Cảm ơn. Làm ơn. Xin lỗi. Xin mời. Mời bạn. Thưa cô/thầy/mẹ/ba. Dạ, có/không. Tôi vui vẻ!

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF01

sharing likes and dislikes, for example, Dạ, thích/không thích. Mình thích/không thích.

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF01

responding to instructions or directions through actions, gestures or spoken responses, for example, ngửi, xuống, đứng lên, lắng nghe và lặp lại, đứng thành hình tròn, xếp hàng

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Snapshot – Communicate responsively

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

Content description

AC9LVF01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF01

performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the meaning, for example, **■ ■ u vai g ■ i chân, ■ i h ■ c v ■**, **Bài t ■ p th ■ d ■ c bu ■ i sáng**

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LVF01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF01

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LVF01

sharing simple expressions and songs with friends and family, for example, singing Chúc b██n sinh nh██t vui v██ and using appropriate greetings such as Mong b██n chóng kh██e or Chúc m██ng n██m m██i for different times or occasions

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF01

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Resource – Vietnamese language resource

Vietnamese

Language support resource

The Vietnamese Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Vietnamese. 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 Vietnamese 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 - Simon b  o (Simon Says)

By the end of the Foundation year, students use play and imagination to interact and create Vietnamese texts, with support. They identify that Vietnamese 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.

AC9LVF01

with support, recognise and communicate meaning in Vietnamese

Resource – WS02 - Ch   Cu  i va  c  y   a (Vietnamese folktale)

By the end of the Foundation year, students use play and imagination to interact and create Vietnamese texts, with support. They identify that Vietnamese 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.

AC9LVF01

with support, recognise and communicate meaning in Vietnamese

AC9LVF02

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

Resource – WS03 - L  i ch  o (Greetings)

By the end of the Foundation year, students use play and imagination to interact and create Vietnamese texts, with support. They identify that Vietnamese 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.

AC9LVF01

with support, recognise and communicate meaning in Vietnamese

AC9LVF02

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

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Elaborations

- observing that written Vietnamese uses the same letters as written English, although Vietnamese has 29 letters while English has 26, and noticing that some letters have different sounds, for example, **â**, **ê**, **ô**, **ơ**, **đ**, **ư**, **ư**
- exploring facial movements involved with making sound in Vietnamese and English
- tracing letters of the alphabet and imitating the beginning/ sounds, for example, tracing and imitating **bò cò sò**
- participating in alphabet songs, chants and to Vietnamese , and
- making connections with Vietnamese and used in everyday life in Australia, for example, food names such as **phở**, **chả giò**, **xôi**, **chè**
- experimenting with sounds (animal sounds, etc.) used in Vietnamese, for example, using the sounds **gâu gâu** , (woof woof), **ò ó o o** , (croak croak), **ưt ưt** , (oink oink) and comparing these sounds with represented in the class
- exploring and practising patterns and understanding the difference of the among statements, and exclamations, for example, **Em chào cô ư**. **Em gi ưi l ưm!** **Em kh ưe không?**
- noticing that different kinds of are used in different situations with different people, for example, noticing between children and parents, students and teachers or friends, for example, **Th ưa m ư con ưi h ưc v ư**. **Em chào cô/th ưy**. **Chào b ưn**.

Students learn to:

explore, with support, language features of Vietnamese noticing similarities and differences

Vietnamese and English

(AC9LVF02)

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

- 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

Social management

- Communication

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Resources

Work Samples

WS02 - Chú Cuội và cây đa (Vietnamese folktale)

WS04 - Số (Numbers)

Snapshot – Develop multiple perspectives

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

Content description

AC9LVF02

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

AC9LVF02

Learning progression extract

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

Phonic knowledge

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

Word recognition

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

Phonic knowledge

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

Word recognition

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

Phonic knowledge

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")

- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

Word recognition

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LVF02

observing that written Vietnamese uses the same letters as written English, although Vietnamese has 29 letters while English has 26, and noticing that some letters have different sounds, for example,

■, â, ê, ô, ■, d, ■, u, ■

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF02

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 – Develop multiple perspectives

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

Content description

AC9LVF02

making connections with Vietnamese words and phrases used in everyday life in Australia, for example, food names such as ph■, ch■ giò, xôi, chè

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 – Explore the influence of cultures on interactions

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

Content description

AC9LVF02

making connections with Vietnamese words and phrases used in everyday life in Australia, for example, food names such as ph■, ch■ giò, xôi, chè

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF02

experimenting with sounds (animal sounds, etc.) used in Vietnamese, for example, using the sounds gâu gâu , (woof woof), ồ ó o o , (croak croak), ■t ■t , (oink oink) and comparing these sounds with languages represented in the class

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LVF02

exploring and practising intonation patterns and understanding the difference of the stress among statements, questions and exclamations, for example, Em chào cô ■. Em gi■i l■m! Em kh■e không?

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Snapshot – Develop multiple perspectives

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

Content description

AC9LVF02

noticing that different kinds of language are used in different situations with different people, for example, noticing exchanges between children and parents, students and teachers or friends, for example, Th■a m■ con ■i h■c v■. Em chào cô/th■y. Chào b■n.

Continuum extract

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- 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 – Explore the influence of cultures on interactions

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

Content description

AC9LVF02

noticing that different kinds of language are used in different situations with different people, for example, noticing exchanges between children and parents, students and teachers or friends, for example, Th■a m■ con ■i h■c v■. Em chào cô/th■y. Chào b■n.

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

Resource – WS04 - S (Numbers)

By the end of the Foundation year, students use play and imagination to interact and create Vietnamese texts, with support. They identify that Vietnamese 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.

AC9LVF01

with support, recognise and communicate meaning in Vietnamese

AC9LVF02

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

AC9LVF03

explore connections between and

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Elaborations

- locating Vietnam on a world map, understanding that Vietnamese is the national of Vietnam, and that it is spoken in Vietnamese-speaking communities in Australia and around the world
- exploring the different spoken by class members and to the different sounds and ways of saying common expressions such as Em chào cô/thầy. Em tên là ...
- observing, through visual and audiovisual resources, that members of Vietnamese-speaking communities may do everyday things similarly to or differently from themselves, for example, a different or using chopsticks and a spoon
- noticing how local names of streets, places and landmarks can have their origins in (s) of First Nations Australians
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
- noticing their own use of , expressions or behaviours that make them who they are, including from different or ways of celebrating that may not be familiar to other people, for example, starting a meal with Con mệi ba mệi n cệm!
- exchanging ideas, feelings and understandings of and through play-based experiences, for example, puppets, playing dress-ups, pretend restaurants and market stands
- playing and engaging with cultural items such as Vietnamese currency, for example, using Vietnamese currency when they play shops

Students learn to:

explore connections between language and culture

(AC9LVF03)

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

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.

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Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

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- Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

- Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LVF03

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

AC9LVF03

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

AC9LVF03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LVF03

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

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

Content description

AC9LVF03

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

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LVF03

noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages or ways of celebrating that may not be familiar to other people, for example, starting a meal with Con m■i ba m■ ■n c■m!

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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

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Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9LVF03

Continuum extract

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

- identify what family and friends value in familiar intercultural contexts
- describe how people express agreement or disagreement about what they value within familiar intercultural contexts

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LVF03

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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

AC9LVF03

playing and engaging with cultural items such as Vietnamese currency, for example, using Vietnamese currency ■■■ng when they play shops

Continuum extract

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