

(no-code)

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

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Elaborations

- initiating conversations by asking , for example, BẠN tu là con gì? Gia đình bạn có mấy người?
- sharing information about themselves, for example, Tôi có một con chó con màu trắng. Tôi thích màu xanh dương và xanh lá cây. Tôi có thể chạy nhanh nhưng không biết bơi.
- participating in simple spoken with peers about familiar topics, for example, daily routines, local places or personal interests, for example, Chiều nay tôi hay nghe nhạc. Còn cuối tuần bạn thường hay làm gì? Bạn học tiếng nào? Tiếng bạn là gì? Bạn đi đến trường bằng gì? Bạn thích môn thể thao nào? Còn tôi thì thích chơi đá bóng.
- attracting attention to ask for assistance, for example, Thưa cô, em không hiểu. Thầy/cô làm ơn sửa bài giúp em.
- asking and answering related to time, place, number, days of the week, months and seasons, for example, Hôm nay là thứ mấy? Hôm nay là tháng hai. Mùa này là mùa gì? Bây giờ đang là mùa xuân.
- seeking advice and help from others, for example, Thưa cô, bài này làm thế nào? Con có thể giúp mình việc gì? Bạn giúp mình trả lời câu này nhé? Bạn kiểm tra bài giúp tôi nhé?
- using appropriate to seek clarification, for example, asking for something to be repeated Xin thầy nhắc lại giúp em , or asking how to say or a expression Cô ơi, chữ 'tiếng Việt' viết như vậy có đúng không? Thưa thầy /Thầy ơi, câu này tiếng Việt nói làm sao?
- exchanging simple correspondence such as notes, invitations, birthday cards or New Year wishes in print or digital form

Students learn to:

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

(AC9LV4C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LV4C01

Continuum extract

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

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV4C01

Learning progression extract

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

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

- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communicate responsively

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

Content description

AC9LV4C01

initiating conversations by asking questions, for example, BẠN tu là con gì? Gia đình bạn có mấy người?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C01

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

Snapshot – Communicate responsively

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

Content description

AC9LV4C01

sharing information about themselves, for example, Tôi có một con chó con màu trắng. Tôi thích màu xanh dương và xanh lá cây. Tôi có thể chạy nhanh hơn không biết bạn.

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

Content description

AC9LV4C01

participating in simple spoken exchanges with peers about familiar topics, for example, daily routines, local places or personal interests, for example, *Chị nhét tôi hay ngủ nướng. Còn cậu thì ngủ hay làm gì? Bên học tiếng nào? Tiếng bên nào? Bên đi đâu? Bên đi đâu tiếng gì? Bên thích môn thể thao nào? Còn tôi thì thích chơi bóng rổ.*

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

Content description

AC9LV4C01

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Snapshot – Communicate responsively

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

Content description

AC9LV4C01

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Snapshot – Communicate responsively

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

Content description

AC9LV4C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C01

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Snapshot – Communicate responsively

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

Content description

AC9LV4C01

using appropriate language to seek clarification, for example, asking for something to be repeated Xin hãy nhắc lại giúp em , or asking how to say or write a word or expression Cô ơi, chữ 'tiếng Việt' viết như vậy có đúng không? Thưa thầy /Thầy ơi, câu này tiếng Việt nói làm sao?

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

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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

AC9LV4C02

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

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Elaborations

- following procedures such as a recipe or giving instructions to make mid-autumn lanterns or paper cranes, using imperative such as **lấy, cắt, vẽ, rửa**, and vocabulary for ingredients and quantities such as, **những, trái, quả, bát, một lít, một kí-lô**
- planning, rehearsing and producing a such as a song or dance for school assembly
- participating in traditional or contemporary games that involve taking turns, active, memory and information
- own work to others, for example, Vietnamese captions to accompany storybooks in English such as **Câu truyện Bó** and them to younger students
- working together in collaborative tasks and sharing decisions about content, vocabulary and design, for example, designing a poster for a special event such as Harmony Day or creating a secure shared online photo album with narration of a class event
- working in teams using digital applications to or games and then playing each other's games
- with guest speakers or classroom visitors during special occasions such as multicultural festivals or Tết Trung thu

- participating in a role-play, for example, buying items or ordering food, and using props such as play-money and costumes

Students learn to:

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

(AC9LV4C02)

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

Speaking and listening

- Interacting

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
- Collaboration

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social management

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social management

- Collaboration

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9LV4C02

Continuum extract

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

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV4C02

Learning progression extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C02

following procedures such as a recipe or giving modelled instructions to make mid-autumn lanterns or paper cranes, using imperative verbs such as l■y, c■t, ■■, r■a , and vocabulary for ingredients and quantities such as, n■■c, trái, qu■, b■t, m■t lít, m■t kí-lô

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C02

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV4C02

Continuum extract

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

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

Snapshot – Develop multiple perspectives

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

Content description

AC9LV4C02

Continuum extract

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

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C02

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C02

reading own work to others, for example, writing Vietnamese captions to accompany storybooks in English such as Câu truyện Bó và đọc họ cho các em nhỏ

Continuum extract

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

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Snapshot – Develop multiple perspectives

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

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

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Continuum extract

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

- participate cooperatively in groups on common tasks and activities
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Snapshot – Develop multiple perspectives

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

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Snapshot – Develop multiple perspectives

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

Content description

AC9LV4C02

interacting with guest speakers or classroom visitors during special occasions such as multicultural festivals or Tết Trung thu

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AC9LV4C03

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

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Elaborations

- creating a timeline of the main events of a story, using, pictures or simple, for example, Tru Tiên ..., K ... Tiếp theo ... Sau cùng ...
- gathering information from a range of sources and presenting findings in a different way, for example, the results of a class survey on likes and dislikes through a picture graph with annotations such as Nhiều bạn trong lớp mình thích ăn phở. Có 12 bạn thích ăn chè giò. Có vài bạn thích chơi quần vợt.
- , viewing and to a range of informative and imaginative such as truyện ngắn (short stories), truyện ngụ ngôn (children's fables) and truyện cổ tích (folk tales), and retelling or summarising the basic plot
- learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Vietnamese
- performing a scene from a such as a Vietnamese folk tale, for example, Tấm Cám, Hềng Nga và Hều Nghé, using
- discussing personal responses to imaginative by providing short statements about favourite elements such as, settings or events
- acting out elements of classic narrated by the teacher, using facial expressions and actions to mirror emotions and emphasise meaning such as, Con rồng cháu tiên, Sơn Tinh Thủy Tinh, Mị Châu Tru Tru, Mai An Tiêm, Hềi thề Lềng Nhại
- responding to song lyrics through movement and dance, for example, to the song Giở ... và creating movements to match

Students learn to:

locate and respond to key information related to familiar content obtained from spoken and written multimodal texts

(AC9LV4C03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Culture

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

Inquiring

- Identify, process and evaluate information

Social management

- Collaboration

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Resources

Work Samples

WS03 - Mười hai con giáp (Twelve Vietnamese zodiac animals)

WS04 - Tất cả về em (All about me)

WS05 - Tết Trung Thu (Mid-Autumn Moon Festival)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV4C03

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LV4C03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LV4C03

Learning progression extract

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

- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)

- uses learnt vocabulary and simple adjectives to recount key ideas from heard text
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV4C03

creating a timeline of the main events of a story, using words, pictures or simple sentences, for example, Truoc tiên ..., Kien ... Tiap theo ... Sau cung ...

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV4C03

gathering information from a range of sources and presenting findings in a different way, for example, the results of a class survey on likes and dislikes through a picture graph with annotations such as Nhi u b n trong l p minh thích n ph . Có 12 b n thích n ch giò. Có vài b n thích ch i qu n v t.

Continuum extract

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

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV4C03

reading, viewing and listening to a range of informative and imaginative texts such as truyện ngắn (short stories), truyện cổ tích (children's fables) and truyện dân gian (folk tales), and retelling or summarising the basic plot

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV4C03

performing a scene from a text such as a Vietnamese folk tale, for example, Tấm Cám, Hềng Nga và Hều Nghề, using modelled language

Continuum extract

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV4C03

performing a scene from a text such as a Vietnamese folk tale, for example, Tấm Cám, Hềng Nga và Hều Nghề, using modelled language

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV4C03

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV4C03

acting out elements of classic texts narrated by the teacher, using facial expressions and actions to mirror emotions and emphasise meaning such as, Con r■ng cháu tiên, S■n Tinh Th■y Tinh, M■ Châu Tr■ng Th■y, Mai An Ti■m, H■i th■ L■ng Nhai

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV4C03

responding to song lyrics through movement and dance, for example, listening to the song Gi■ ■n ■■n r■i and creating movements to match

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C03

responding to song lyrics through movement and dance, for example, listening to the song Gi■ ■n ■■n r■i and creating movements to match

Continuum extract

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

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

Resource – WS03 - M■i hai con giáp (Twelve Vietnamese zodiac animals)

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

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

AC9LV4C03

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

AC9LV4U01

recognise and use modelled sounds, tones, pronunciation and intonation patterns of Vietnamese to form words and phrases

AC9LV4U02

recognise language conventions, grammatical structures and basic syntax in familiar texts and contexts

Resource – WS04 - T■t c■ v■ em (All about me)

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

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

AC9LV4C03

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

multimodal texts

AC9LV4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LV4U01

recognise and use modelled sounds, tones, pronunciation and intonation patterns of Vietnamese to form words and phrases

AC9LV4U02

recognise language conventions, grammatical structures and basic syntax in familiar texts and contexts

Resource – WS05 - Tết Trung Thu (Mid-Autumn Moon Festival)

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

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

AC9LV4C03

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

AC9LV4U01

recognise and use modelled sounds, tones, pronunciation and intonation patterns of Vietnamese to form words and phrases

AC9LV4U04

identify connections between Vietnamese language and cultural practices

AC9LV4C04

develop strategies to comprehend and Vietnamese in familiar to cultural meaning

-
-

Elaborations

- identifying and expressions in Vietnamese and English that do not readily , for example, ph^o, bánh ch^ảng, áo dài, Cháu chúc ông bà s^ống lâu tr^ởm tu^{ổi} , ‘bushwalking’, ‘the outback’
- understanding how choice reflects politeness and respect, for example, understanding that Vietnamese-speaking children greet their grandparents by saying Con chào ông bà , not Tôi chào ông bà
- learning to use print and digital dictionaries, for example, to assist by finding unknown in
- observing different ways of showing politeness in different , for example, requesting with làm ^đ, c^ảm phi^{ếm}, gi^ữm ; thanking with cảm ^{ơn}, chân thành c^ảm ^{ơn}, thành th^{ật} c^ảm ^{ơn}, c^ảm ^{ơn} nhi^{ều} ; bending when passing people, folding arms and/or nodding while greeting people
- recognising how the meaning of change according to , for example, a common Vietnamese such as đá^{ng} , which may mean ‘to kick’, ‘stone’ or ‘ice’, as in tra^{ng} đá^{ng} ; or the personal ‘I’ and ‘you’ in English, which can be translated as ông, bà, cô, chú, anh, ch^ị, em, con or cháu in Vietnamese
- explaining when to use formal and informal in greetings and farewells, for example, Xin chào, b^àn kh^{ông} không?/Chào b^àn, b^àn kh^{ông} không and Chào t^{ên} bi^{ệt}/ chào b^àn nhen
- recognising Vietnamese naming traditions, for example, family name first, followed by their middle

name, and then their given name

- making adjustments to use when with family and friends, for example, using personal that relate to a person's position in the family or to family relationships, *chị/cô/bà*, *anh/ông*, *anh Hai*, *chị Ba*, *cô T* ...
- creating resources for use in the classroom or school, for example, digital picture dictionaries and lists, glossaries, or signs for the school environment
- alternating between Vietnamese and English versions of games such as *Mấy giờ rồi ông sói?* / (What's the time, Mr Wolf?) and *Ôn tù tì, ra cái gì, ra cái này* / (Rock, Paper, Scissors)

Students learn to:

develop strategies to comprehend and adjust Vietnamese language in familiar contexts cultural meaning

(AC9LV4C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Elaborations

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

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Engaging with cultural and linguistic diversity

- Communicate responsively

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Creating and exchanging

- Plan

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Creating and exchanging

- Plan

Navigating intercultural contexts

- Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV4C04

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LV4C04

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text

- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")

- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV4C04

identifying words and expressions in Vietnamese and English that do not readily translate, for example, phở, bánh chưng, áo dài, Cháu chúc ông bà sống lâu trăm tuổi, 'bushwalking', 'the outback'

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV4C04

identifying words and expressions in Vietnamese and English that do not readily translate, for example, phở, bánh chưng, áo dài, Cháu chúc ông bà sống lâu trăm tuổi, 'bushwalking', 'the outback'

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV4C04

understanding how language choice reflects politeness and respect, for example, understanding that Vietnamese-speaking children greet their grandparents by saying Con chào ông bà, not Tôi chào ông bà

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural contexts

Content description

AC9LV4C04

understanding how language choice reflects politeness and respect, for example, understanding that Vietnamese-speaking children greet their grandparents by saying Con chào ông bà , not Tôi chào ông bà

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4C04

Continuum extract

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

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

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9LV4C04

Continuum extract

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

- use simple digital tools to contribute to a basic plan to complete a task
- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4C04

observing different ways of showing politeness in different contexts, for example, requesting with làm ơn, cảm ơn, giúp ; thanking with cảm ơn, chân thành cảm ơn, thành thật cảm ơn, cảm ơn nhiều ; bending when passing people, folding arms and/or nodding while greeting people

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV4C04

observing different ways of showing politeness in different contexts, for example, requesting with làm ■■■, cảm ơn, giúp ; thanking with cảm ■■■, chân thành cảm ■■■, thành thật cảm ■■■, cảm ơn nhiều ; bending when passing people, folding arms and/or nodding while greeting people

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV4C04

observing different ways of showing politeness in different contexts, for example, requesting with làm ■■■, cảm ơn, giúp ; thanking with cảm ■■■, chân thành cảm ■■■, thành thật cảm ■■■, cảm ơn nhiều ; bending when passing people, folding arms and/or nodding while greeting people

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV4C04

recognising how the meaning of words change according to context, for example, a common Vietnamese homonym such as đá , which may mean 'to kick', 'stone' or 'ice', as in đá đá ; or the personal pronouns 'I' and 'you' in English, which can be translated as ông, bà, cô, chú, anh, chị, em, con or cháu in Vietnamese

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV4C04

explaining when to use formal and informal language in greetings and farewells, for example, Xin chào, bạn không?/Chào bạn, bạn không and Chào tạm biệt/ chào bạn nhé

Continuum extract

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

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV4C04

Continuum extract

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

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
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- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV4C04

making adjustments to language use when interacting with family and friends, for example, using personal pronouns that relate to a person's position in the family or to family relationships, chi/cha/cô/ba, anh/ông, anh Hai, ch/Ba, cô T ...

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4C04

Continuum extract

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

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

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9LV4C04

Continuum extract

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

- use simple digital tools to contribute to a basic plan to complete a task
- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV4C04

alternating between Vietnamese and English versions of games such as Mày gì rùi ông sói gì? / (What's the time, Mr Wolf?) and Oẳn tù tì, ra cái gì, ra cái này / (Rock, Paper, Scissors)

Continuum extract

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

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

AC9LV4C05

and present informative and imaginative spoken, written and using expressions, simple and and textual

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Elaborations

- presenting a show and tell about an object, or a person special to them
- information about themselves, for example, designing a poster to introduce family, pets, hobbies, likes and dislikes
- creating that reflect on different cultural and/or groups, for example, their name and age in Vietnamese and/or English, Mai lên chín, tuổi ta. Mai mười tám tuổi tây
- creating simple descriptions in Vietnamese and matching them to appropriate First Nations locations in their local area or elsewhere in Australia
- creating hand-made or digital greeting cards in both Vietnamese and English for different celebrations and traditions
- information about school and community events in written and such as annotated posters or digital storyboards, for example, posters to advertise a Vietnamese day at school or a local Vietnamese community event
- simple stories and illustrating with drawings and/or printed photos, or creating presentation slideshows, using expressions and , such as Hôm đó, lâu lắm rồi, một ngày nọ, một hôm, có một cậu bé ...
- creating and performing simple imaginative such as action songs, dialogues or plays, using , movements and facial expressions to enhance characterisation or effect
- using familiar or to raps or rap songs, for example, raps húc , H to the O to the C to the ng , spells Húc

Students learn to:

create and present informative and imaginative spoken, written and multimodal text expressions, simple phrases and sentences and modelled textual conventions

(AC9LV4C05)

General capabilities and cross-curriculum priorities

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

Writing

- Creating texts

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

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.

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

- Collaboration

Social management

- Communication

Resources

Work Samples

WS01 - Cá (Fish)

WS02 - K■ ngh■ h■c c■a tôi (My school holiday)

WS04 - T■t c■ v■ em (All about me)

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LV4C05

Learning progression extract

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

Crafting ideas

- writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
- explains the purpose and audience of familiar imaginative and informative texts
- creates short texts in different forms such as a simple recount
- combines visuals with written text where appropriate
- reads back own writing word by word
- talks about own text and describes subject matter and images

Text forms and features

- writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
- writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
- writes from left to right using spaces between attempted words
- uses basic noun groups/phrases (e.g. "my house") (see Grammar)
- uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

- writes simple familiar words (e.g. "saw", "food", "they")
- includes some learning area vocabulary in own texts (e.g. "season")

- uses taught high-frequency words

Crafting ideas

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

- uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
- uses words in own writing adopted from other writers
- uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV4C05

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C05

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C05

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C05

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LV4C05

creating texts that reflect on different cultural and/or language groups, for example, their name and age in Vietnamese and/or English, Mai lên chín, tu■i ta. Mai m■i tám tu■i tây

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C05

creating texts that reflect on different cultural and/or language groups, for example, their name and age in Vietnamese and/or English, Mai lên chín, tu■i ta. Mai m■i tám tu■i tây

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LV4C05

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

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C05

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C05

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C05

writing simple stories and illustrating with drawings and/or printed photos, or creating presentation slideshows, using formulaic expressions and modelled language, such as **H■i ■ó, lâu l■m r■i, m■t ngày n■, m■t hôm, có m■t c■u bé ...**

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C05

Continuum extract

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV4C05

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4C05

using familiar words or phrases to create raps or rap songs, for example, raps h■c words, H to the O to the C to n■ng , spells H■C

Continuum extract

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

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

Resource – WS01 - Cá (Fish)

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

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

AC9LV4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LV4U02

recognise language conventions, grammatical structures and basic syntax in familiar texts and contexts

Resource – WS02 - K■ ngh■ h■c c■a tôi (My school holiday)

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

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

own language(s) and culture(s).

AC9LV4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LV4U02

recognise language conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LV4U01

recognise and use sounds, , and patterns of Vietnamese to form and

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Elaborations

- exploring the Vietnamese sound system and making connections between letters, sounds and in , for example, adding or changing to form new : co, cò, có, c■, c■
- recognising common Vietnamese sounds in , such as nguyên âm ■ôi , and using spelling strategies to identify and produce that have the same sounds, for example, ao: áo, táo, vào and ■i: ch■i, v■i, t■i
- identifying sounds such as nguyên âm ■ôi () and nguyên âm ba (), and v■n ■i■u (rhyming patterns) when to Vietnamese songs, and grouping according to their and sounds, for example, u■i: c■■i, t■■i, ng■■i and iên: li■n, mi■n, ■i■n, ti■n
- practising tonal that uses 5 , understanding that the of changes the meaning, for example, tai, tái, tài, t■i, t■i
- practising Vietnamese and , for example, singing or reciting poems or sections of in a group

Students learn to:

recognise and use modelled sounds, tones, pronunciation and intonation patterns c form words and phrases

(AC9LV4U01)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Speaking and listening

- Speaking

Elaborations

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

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Resources

Work Samples

WS03 - Mười hai con giáp (Twelve Vietnamese zodiac animals)

WS04 - Tất cả về em (All about me)

WS05 - Tết Trung Thu (Mid-Autumn Moon Festival)

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LV4U01

Continuum extract

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

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV4U01

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

pictures in a spoken presentation)

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LV4U01

exploring the Vietnamese sound system and making connections between letters, sounds and tone markers in words, for example, adding or changing tone markers to form new words: co, cò, có, c■, c■

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LV4U01

recognising common Vietnamese sounds in words, such as nguyên âm ■ôi , and using spelling strategies to identify and produce words that have the same sounds, for example, ao: áo, táo, vào and ■i: ch■i, v■i, t■i

Continuum extract

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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

AC9LV4U01

identifying sounds such as nguyên âm đôi (diphthongs) and nguyên âm ba (triphthongs), and vần điệu (rhyming patterns) when listening to Vietnamese songs, and grouping words according to their pronunciation and sounds, for example, uôi: côi, tôi, ngôi and iên: liên, miên, niên, tiên

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U01

identifying sounds such as nguyên âm đôi (diphthongs) and nguyên âm ba (triphthongs), and vần điệu (rhyming patterns) when listening to Vietnamese songs, and grouping words according to their pronunciation and sounds, for example, uôi: côi, tôi, ngôi and iên: liên, miên, niên, tiên

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LV4U01

practising tonal language that uses 5 tone markers, understanding that the pronunciation of words changes the meaning, for example, tai, tái, tài, tãi, tặi

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U01

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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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U01

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

Resource – 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 – WS03 - Mười hai con giáp (Twelve Vietnamese zodiac animals)

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

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

AC9LV4C03

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

AC9LV4U01

recognise and use modelled sounds, tones, pronunciation and intonation patterns of Vietnamese to form words and phrases

AC9LV4U02

recognise language conventions, grammatical structures and basic syntax in familiar texts and contexts

Resource – WS04 - Tôi và em (All about me)

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

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

AC9LV4C03

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

AC9LV4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LV4U01

recognise and use modelled sounds, tones, pronunciation and intonation patterns of Vietnamese to form words and phrases

AC9LV4U02

recognise language conventions, grammatical structures and basic syntax in familiar texts and contexts

Resource – WS05 - Tết Trung Thu (Mid-Autumn Moon Festival)

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

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

AC9LV4C03

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

AC9LV4U01

recognise and use modelled sounds, tones, pronunciation and intonation patterns of Vietnamese to form words and phrases

AC9LV4U04

identify connections between Vietnamese language and cultural practices

AC9LV4U02

recognise , grammatical structures and basic in familiar and

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Elaborations

- developing and applying spelling strategies when frequently used and more difficult , for example, **a**, **m**a, **a**, **ch**a , and forming new , for example, cái, mái, lái, thái, trái
- expressing possessive by using **c**a + / , for example, con mèo **c**a tôi, cái áo **c**a **b**n , and noticing when **c**a can be omitted, for example, ba tôi, **m** tôi, **b**n tôi, nhà tôi, phòng ba **m** tôi
- noticing different Vietnamese , and that are used to express gender and age, for example, anh/**ch**, **a**n ông/**à**n bà, con **g**i/con trai, chó **c**/chó cái, **g**a **tr**o/**g**a **m**i, gà con, heo con
- understanding that the forms of are made by adding another in front of the stem according to , for example, hai cái áo, **nh**ng cái áo, nhà nhà, **ng**i **ng**i
- exploring different types of , for example, common , **b**n, **t**, mèo, chó , proper Hoa, **H**i, **V**t Nam , single gà, bò, **b**n , and compound **n** **c**, nhà **tr**o, **h**c sinh
- using to modify actions, for example, **ch**y nhanh, **i** **ch**m, **h**c **gi**i, hát hay
- experimenting with the use of such as trên, **d**i, trong ngoài, **gi**a , for example, Con chim bay trên **tr**i means 'The bird flies in the sky', rather than the literal 'The bird flies above the sky'
- understanding how time expressions are formed through the use of **ang**, **ã**, **r**i, **s** or hôm qua, ngày mai , for example, Tôi **ang** **n**. Tôi **ã** **s**ng **ây** hai **n**m. Tôi **n** **r**i. Ngày mai tôi (**s**) **i** coi phim
- experimenting with order to see how meaning changes, for example, Lan hay hát ≠ Lan hát hay
- recognising basic structures of closed and open-ended , for example, Em thích nghe **truy**n **c** tích không? **T**i sao em thích **truy**n 'Cô bé quàng **kh**n **n**'?

Students learn to:

recognise language conventions, grammatical structures and basic syntax in familiar contexts

(AC9LV4U02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Writing

- Grammar

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

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Engaging with cultural and linguistic diversity

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Social management

- Communication

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- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Work Samples

WS01 - Cá (Fish)

WS02 - K■ ngh■ h■c c■a tôi (My school holiday)

WS03 - M■■i hai con giáp (Twelve Vietnamese zodiac animals)

Snapshot – Communicate responsively

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

Content description

AC9LV4U02

Continuum extract

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

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

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LV4U02

Learning progression extract

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

Grammatical accuracy

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

Group and word level

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

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

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

Grammatical accuracy

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

Group and word level

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

Sentence level

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

Whole text level

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

Grammatical accuracy

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

Group and word level

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

Sentence level

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

Whole text level

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

Snapshot – Communicate responsively

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

Content description

AC9LV4U02

developing and applying spelling strategies when writing frequently used words and more difficult words, for example, **ch**a, m**ai**a, **th**a, ch**ai**a , and forming new words, for example, cái, mái, lái, thái, trái

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U02

developing and applying spelling strategies when writing frequently used words and more difficult words, for example, **ch**a, m**ai**a, **th**a, ch**ai**a , and forming new words, for example, cái, mái, lái, thái, trái

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV4U02

expressing possessive case by using c**ủa** + noun/pronoun, for example, con mèo c**ủa** tôi, cái áo c**ủa** b**ạn** , and noticing case when c**ủa** can be omitted, for example, ba tôi, m**ẹ** tôi, b**ạn** tôi, nhà tôi, phòng b**a** m**ẹ** tôi

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U02

expressing possessive case by using c^ha + noun/pronoun, for example, con mèo c^ha tôi, cái áo c^ha b^hn , and noticing case when c^ha can be omitted, for example, ba tôi, m^h tôi, b^hn tôi, nhà tôi, phòng ba m^h tôi

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Snapshot – Communicate responsively

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

Content description

AC9LV4U02

noticing different Vietnamese nouns, pronouns and adjectives that are used to express gender and age, for example, anh/ch^h, a^hn ông/bà^hn ba^h, con ga^hi/con trai, chó c^hc/chó cái, gà trô^hng/gà m^hi, gà con, heo con

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U02

noticing different Vietnamese nouns, pronouns and adjectives that are used to express gender and age, for example, anh/ch^h, a^hn ông/bà^hn ba^h, con ga^hi/con trai, chó c^hc/chó cái, gà trô^hng/gà m^hi, gà con, heo con

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U02

understanding that the plural forms of nouns are made by adding another word in front of the stem word according to context, for example, hai cái áo, nh^hng cái áo, nhà nhà, ng^hi ng^hi

Continuum extract

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

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- apply verbal and non-verbal communication skills when responding to others
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U02

exploring different types of nouns, for example, common nouns, bàn, t^h, mèo, chó , proper nouns Hoa, H^hi, Vi^ht Nam , single nouns gà, bò, bàn , and compound nouns t^h n^hc, nhà tr^hng, h^hc sinh

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U02

using adverbs to modify actions, for example, *chạy nhanh*, *đi chậm*, *học giỏi*, hát hay

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U02

experimenting with the use of prepositions such as *trên*, *dưới*, *trong*, *ngoài*, *giữa*, for example, *Con chim bay trên trời* means 'The bird flies in the sky', rather than the literal translation 'The bird flies above the sky'

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV4U02

understanding how time expressions are formed through the use of *đang*, *đã*, *đi*, *sẽ* or *hôm qua*, *ngày mai*, for example, *Tôi đang ăn*. *Tôi đã uống nước* *đây* hai năm. *Tôi đi rồi*. *Ngày mai tôi (sẽ) đi coi phim*

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U02

understanding how time expressions are formed through the use of *đang*, *đã*, *đi*, *sẽ* or *hôm qua*, *ngày mai*, for example, *Tôi đang ăn*. *Tôi đã uống nước* *đây* hai năm. *Tôi đi rồi*. *Ngày mai tôi (sẽ) đi coi phim*

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- apply verbal and non-verbal communication skills when responding to others

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U02

experimenting with word order to see how meaning changes, for example, Lan hay hát ≠ Lan hát hay

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV4U02

recognising basic structures of closed and open-ended questions, for example, Em thích nghe truyện c■ tích không? T■i sao em thích truyện ‘Cô bé quàng khăn ■■’?

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV4U02

recognising basic structures of closed and open-ended questions, for example, Em thích nghe truyện c■ tích không? T■i sao em thích truyện ‘Cô bé quàng khăn ■■’?

Continuum extract

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

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

Resource – WS01 - Cá (Fish)

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

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

AC9LV4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LV4U02

recognise language conventions, grammatical structures and basic syntax in familiar texts and contexts

Resource – WS02 - K■ ngh■ h■c c■a tôi (My school holiday)

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

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

AC9LV4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LV4U02

recognise language conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LV4U03

recognise familiar Vietnamese and compare with those of English, in known

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Elaborations

- identifying similarities and differences between Vietnamese and English , and adapting learnt spelling strategies from one to the other, for example, the letters a, b, c, g, h, k, l, m, n, o, p, r, s, t, v, x and y are pronounced the same way in Vietnamese and English
- noticing the differences between Vietnamese and English, and the use of interrogatives, for example, unlike English, khi nào, ■ ■âu, bao nhiêu can be placed at the beginning, in the middle or at the end of , for example, Khi na■o em ■ê■n? or Em ■ê■n khi na■o? Bao nhiêu ti■n m■t n■i chu■i? or M■t n■i chu■i bao nhiêu ti■n?
- recognising and symbols typically associated with particular Vietnamese , for example, time markers in stories or recycling symbols on packaging, and comparing these with English
- identifying and comparing key in Vietnamese and English versions of favourite stories, for example, comparing Cô bé quàng kh■n ■■' and 'Little Red Riding Hood' considering the and vocal effects in the 2 versions
- recognising how different textual elements in Vietnamese and English (titles or headings, layout, images, , etc.) combine to make meaning in a such as an invitation, webpage or picture book
- comparing features of simple spoken and written in Vietnamese, such as a spoken greeting or a handwritten postcard, and comparing these with similar in English, noting, for example, the format used to the date and , and different ways of addressing people
- exploring the influence of English on informal used in daily by Vietnamese people in Australia, for example, ■i, xem, nghe, dùng and the use of terms such as 'okay', 'hello' and 'shopping'

Students learn to:

recognise familiar Vietnamese language features and compare with those of English

(AC9LV4U03)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

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Analysing

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Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4U03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV4U03

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4U03

identifying similarities and differences between Vietnamese and English pronunciation, and adapting learnt spelling strategies from one language to the other, for example, the letters a, b, c, g, h, k, l, m, n, o, p, r, s, t, v, x and y are pronounced the same way in Vietnamese and English

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Snapshot – Communicate responsively

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

Content description

AC9LV4U03

identifying similarities and differences between Vietnamese and English pronunciation, and adapting learnt spelling strategies from one language to the other, for example, the letters a, b, c, g, h, k, l, m, n, o, p, r, s, t, v, x and y are pronounced the same way in Vietnamese and English

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4U03

noticing the differences between Vietnamese and English, and the use of interrogatives, for example, unlike English, khi nào, ■ ■âu, bao nhiêu can be placed at the beginning, in the middle or at the end of questions, for example, Khi na■o em ■ê■n? or Em ■ê■n khi na■o? Bao nhiêu ti■n m■t n■i chu■i? or M■t n■i chu■i bao nhiêu ti■n?

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Snapshot – Communicate responsively

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

Content description

AC9LV4U03

noticing the differences between Vietnamese and English, and the use of interrogatives, for example, unlike English, khi nào, ■ ■âu, bao nhiêu can be placed at the beginning, in the middle or at the end of questions, for example, Khi na■o em ■ê■n? or Em ■ê■n khi na■o? Bao nhiêu ti■n m■t n■i chu■i? or M■t n■i chu■i bao nhiêu ti■n?

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4U03

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4U03

identifying and comparing key words in Vietnamese and English versions of favourite stories, for example, comparing Cô bé quàng kh■n ■■' and 'Little Red Riding Hood' considering the rhythms and vocal effects in the 2 versions

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV4U03

identifying and comparing key words in Vietnamese and English versions of favourite stories, for example, comparing Cô bé quàng kh■n ■■' and 'Little Red Riding Hood' considering the rhythms and vocal effects in the 2 versions

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4U03

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

Snapshot – Communicate responsively

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

Content description

AC9LV4U03

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV4U03

exploring the influence of English on informal language used in daily interactions by Vietnamese people in Australia, for example, ■i, xem, nghe, dùng and the use of terms such as 'okay', 'hello' and 'shopping'

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV4U03

exploring the influence of English on informal language used in daily interactions by Vietnamese people in Australia, for example, ■i, xem, nghe, dùng and the use of terms such as 'okay', 'hello'

and 'shopping'

Continuum extract

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

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV4U03

exploring the influence of English on informal language used in daily interactions by Vietnamese people in Australia, for example, **i**, xem, nghe, dùng and the use of terms such as 'okay', 'hello' and 'shopping'

Continuum extract

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

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

AC9LV4U04

identify connections between Vietnamese and cultural practices

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Elaborations

- understanding that Vietnamese , and influence choices, for example, the use of family terms such as chú, bác, cô, dì instead of first names, to reflect the importance of family in Vietnamese
- discussing how particular , terms and expressions have embedded cultural meanings and can feelings, and , such as understanding that Vietnamese terms of affection used with children often relate to either parts of the body or animals, for example, con cún, th^{ing} cu con, cái Tí
- comparing their impressions of aspects of children's lives in different Vietnamese-speaking regions as represented in video clips, television programs and stories, for example, ways of playing games, preparing and eating food, telling stories or at school, home or in the community
- exploring representations of information used in cultural expressions of First Nations Australians, and making connections with those of Vietnamese and (s), for example, the different regional used by First Nations groups to identify themselves such as Zenadth Kes, Koori, Koorie, Noongar and Nunga and comparing this with Vietnamese-speaking cultural groups
- discussing how and why can be interpreted differently in different , for example, using fingers to beckon others is considered impolite in Vietnamese , but appropriate in some
- experiencing and discussing the importance of music and dance in Vietnamese (s), as an expression of and emotion such as national pride, happiness, love, joy and sadness, for example, âm nh^c dân gian such as **i**u Hò, Lý, Cò l^u, Tr^{ing} quân, Quan h^u, Chèo, Tu^{ing}, C^{ai} l^ung; **i**u múa c^u truyⁿ such as múa Tr^{ing}, múa Bông, múa T^{ing} bu, múa g^uy, múa S^up, múa Chiêng, múa Hoa sen
- exploring the meaning of and , for example, using a diagram to show visible elements such as ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, and less visible elements such as preferences and

Students learn to:

identify connections between Vietnamese language and cultural practices

(AC9LV4U04)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

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

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

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

Resources

Work Samples

WS05 - Tết Trung Thu (Mid-Autumn Moon Festival)

Snapshot – Communicate responsively

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

Content description

AC9LV4U04

Continuum extract

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

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

their effect on building understanding

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV4U04

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV4U04

understanding that Vietnamese attitudes, beliefs and values influence language choices, for example, the use of family terms such as chú, bác, cô, dì instead of first names, to reflect the importance of family in Vietnamese culture

Continuum extract

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV4U04

understanding that Vietnamese attitudes, beliefs and values influence language choices, for example, the use of family terms such as chú, bác, cô, dì instead of first names, to reflect the importance of family in Vietnamese culture

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

Snapshot – Communicate responsively

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

Content description

AC9LV4U04

discussing how particular gestures, terms and expressions have embedded cultural meanings and can

convey feelings, beliefs and values, such as understanding that Vietnamese terms of affection used with children often relate to either parts of the body or animals, for example, con cún, th■ng cu con, cái Tí

Continuum extract

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

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV4U04

discussing how particular gestures, terms and expressions have embedded cultural meanings and can convey feelings, beliefs and values, such as understanding that Vietnamese terms of affection used with children often relate to either parts of the body or animals, for example, con cún, th■ng cu con, cái Tí

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Snapshot – Communicate responsively

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

Content description

AC9LV4U04

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV4U04

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

identity and belonging

Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Communicate responsively

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

Content description

AC9LV4U04

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV4U04

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Snapshot – Communicate responsively

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

Content description

AC9LV4U04

experiencing and discussing the importance of music and dance in Vietnamese culture(s), as an expression of identity and emotion such as national pride, happiness, love, joy and sadness, for example, âm nhạc dân gian such as Hò, Lý, Cò lả, Trống quân, Quan họ, Chèo, Tuồng, Cải lương; điệu múa cổ truyền such as múa Trống, múa Bông, múa Trống bư, múa gậy, múa Sạp, múa Chiêng, múa Hoa sen

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

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experiencing and discussing the importance of music and dance in Vietnamese culture(s), as an expression of identity and emotion such as national pride, happiness, love, joy and sadness, for example, âm nhạc dân gian such as Hò, Lý, Cò lả, Trống quân, Quan họ, Chèo, Tuồng, Cải lương; điệu múa cổ truyền such as múa Trống, múa Bông, múa Tờn bu, múa gậy, múa Sập, múa Chiêng, múa Hoa sen

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- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
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Snapshot – Reflect on the relationship between cultures and identities

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

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