

## AC9LSF01

### with support, recognise and meaning in Spanish

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#### Elaborations

- using common greetings and , for example, ¡Hola! ¡Buenos días! ¡Buenas tardes! ¡Adiós!
- using to introduce themselves with such as pointing to self, holding up fingers, for example, Me llamo/Mi nombre es ..., yo tengo ... años
- participating in class , routines and following instructions, for example, Presente, aquí. ¿Baño? Gracias. Lo siento. Por favor. ¡Siéntate! ¡Levántate!
- to teacher's instructions and using to label, match, circle, cross out, join, draw items, for example, la mesa, el lápiz, el cuaderno, la pera, la manzana, el perro, el gato
- contributing to class and resources that involve naming, illustrating and matching, for example, placing keywords in Spanish and pictures on a wall display or collage, and adding to it throughout the year
- naming family members, friends and pets using props such as photos, pictures, toys or models made from plasticine/playdough, for example, mi hermano Jonathan, mi perro Bobby, mi amiga Amelia
- participating in group songs, chants and that have familiar tune or , with movement and dance, for example, Cabeza hombros, Mi cara es así, Estrellita, ¿Dónde estás?
- demonstrating likes and dislikes using simple statements with props such as photos, toy food and drawings, for example, Me gusta Dora; No me gusta el perro.
- using Spanish versions of spontaneous exclamations or to express dislike, for example, ¡Guacala! ¡Aggg! ¡Qué asco! instead of yuck! or likes ¡mmm! ¡Qué rico! ¡Delicioso!, and the for playing with friends, ¡Muy bien! ¡Bravo!
- using expressions with others to offer congratulations, praise or to express well wishes related to special occasions/events, for example, ¡Feliz Navidad! ¡Feliz cumpleaños! ¡Feliz Año Nuevo!
- exploring simple numbers and counting through such as Snap, Bingo and circle games, placing candles on a picture cake to show how old they are or forming groups according to the number called
- imitating appropriate and incorporating appropriate , facial expressions and when with others

Students learn to:

### with support, recognise and communicate meaning in Spanish

(AC9LSF01)

#### General capabilities and cross-curriculum priorities

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

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Speaking and listening

- Speaking

#### Elaborations

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

#### Social management

- Communication

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Social management

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#### Engaging with cultural and linguistic diversity

- Communicate responsively

### **Social management**

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### **Resources**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LSF01

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

### **Snapshot – Speaking**

## **Literacy: Speaking and listening: Speaking**

### **Content description**

AC9LSF01

### **Learning progression extract**

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

### **Crafting ideas**

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

### **Vocabulary**

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

### **Crafting ideas**

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text

- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

### **Vocabulary**

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

### **Crafting ideas**

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

### **Vocabulary**

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LSF01

using common greetings and gestures, for example, ¡Hola! ¡Buenos días! ¡Buenas tardes! ¡Adiós!

#### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LSF01

using modelled language to introduce themselves with gestures such as pointing to self, holding up fingers, for example, Me llamo/Mi nombre es ..., yo tengo ... años

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

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### **Personal and Social capability: Social management: Communication**

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## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LSF01

participating in class activities, routines and following instructions, for example, Presente, aquí.

¿Baño? Gracias. Lo siento. Por favor. ¡Siéntate! ¡Levántate!

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## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LSF01

listening to teacher's instructions and using non-verbal cues to label, match, circle, cross out, join, draw items, for example, la mesa, el lápiz, el cuaderno, la pera, la manzana, el perro, el gato

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## **Snapshot – Communicate responsively**

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

## **Content description**

AC9LSF01

naming family members, friends and pets using props such as photos, pictures, toys or models made from plasticine/playdough, for example, mi hermano Jonathan, mi perro Bobby, mi amiga Amelia

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LSF01

participating in group songs, chants and rhymes that have familiar tune or rhythm, with movement and dance, for example, Cabeza hombros, Mi cara es así, Estrellita, ¿Dónde estás?

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## **Snapshot – Communication**

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AC9LSF01

demonstrating likes and dislikes using simple statements with props such as photos, toy food and drawings, for example, Me gusta Dora; No me gusta el perro.

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LSF01

using Spanish versions of spontaneous exclamations or phrases to express dislike, for example, ¡Guacala! ¡Aggg! ¡Qué asco! instead of yuck! or likes ¡mmm! ¡Qué rico! ¡Delicioso!, and the language for playing with friends, ¡Muy bien! ¡Bravo!

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

### **Content description**

AC9LSF01

using formulaic expressions with others to offer congratulations, praise or to express well wishes related to special occasions/events, for example, ¡Feliz Navidad! ¡Feliz cumpleaños! ¡Feliz Año Nuevo!

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## **Resource – Spanish language resource**

### **Spanish**

#### **Language support resource**

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

## **AC9LSF02**

**explore, with support, of Spanish noticing similarities and differences between Spanish and English**

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## **Elaborations**

- tracing letters and common in Spanish and English, identifying some similarities and differences
- playing alphabet games and songs, imitating sounds, patterns and tongue placement and shape of mouth to pronounce letters
- noticing that have similar in Spanish and English, for example, like mango, melón, kiwi, coco, cereal
- starting to notice the gender of Spanish by to differences and using a range of props and visual , for example, toys, el oso and animals, la jirafa
- participating in Spanish versions of children's songs, games and , identifying some similarities and differences compared with English versions, for example, , tunes, keywords and
- observing simple + order differences, for example, perro grande and big dog
- demonstrating early literacy skills by noticing phonetic similarities and differences between Spanish and English, for example, ñ , trilled r , ll
- using simple negation patterns with and , for example, No me gusta ... with thumbs down or crossing hands or shaking head

Students learn to:

## **explore, with support, language features of Spanish noticing similarities and differences between Spanish and English**

(AC9LSF02)

### **General capabilities and cross-curriculum priorities**

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

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

- Develop multiple perspectives

#### **Reading and viewing**

- Phonic knowledge and word recognition

## **Elaborations**

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

### **Inquiring**

- Identify, process and evaluate information

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

- Develop multiple perspectives

### **Inquiring**

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### **Inquiring**

- Identify, process and evaluate information

## **Resources**

### **Snapshot – Develop multiple perspectives**

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



## **perspectives**

### **Content description**

AC9LSF02

#### **Continuum extract**

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

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

### **Snapshot – Phonic knowledge and word recognition**

#### **Literacy: Reading and viewing: Phonic knowledge and word recognition**

### **Content description**

AC9LSF02

#### **Learning progression extract**

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

#### **Phonic knowledge**

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

#### **Word recognition**

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

#### **Phonic knowledge**

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

#### **Word recognition**

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

#### **Phonic knowledge**

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

#### **Word recognition**

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

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

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

##### **Content description**

AC9LSF02

##### **Continuum extract**

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

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

### **Snapshot – Develop multiple perspectives**

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

##### **Content description**

AC9LSF02

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LSF02

noticing words that have similar pronunciation in Spanish and English, for example, cognates like mango, melón, kiwi, coco, cereal

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
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- identify and explain similarities and differences in selected information

### **Snapshot – Develop multiple perspectives**

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

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AC9LSF02

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

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

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

##### **Content description**

AC9LSF02

starting to notice the gender of Spanish nouns by listening to differences and using a range of props and visual cues, for example, toys, el oso and animals, la jirafa

### **Continuum extract**

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

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

### **Content description**

AC9LSF02

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- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
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### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9LSF02

observing simple noun+adjective word order differences, for example, perro grande and big dog

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

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

### **Snapshot – Develop multiple perspectives**

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

### **Content description**

AC9LSF02

demonstrating early literacy skills by noticing phonetic similarities and differences between Spanish and English, for example, ñ , trilled r , ll

### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LSF02

using simple negation patterns with formulaic language and gestures, for example, No me gusta ... with thumbs down or crossing hands or shaking head

#### **Continuum extract**

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

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

## **AC9SF03**

### **explore connections between and**

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#### **Elaborations**

- exploring the use of formal ways of addressing unfamiliar people such as an adult, and informal ways of addressing familiar people such as friends, and understanding that can manners and respect
- understanding that the Spanish is spoken in many places in the world
- exploring different and of class members and identifying different ways of greeting and expressing common terms such as yes/no, hello/goodbye, etc.
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
- noticing how local names of streets, places and landmarks can have their origins in (s) of First Nations Australians
- engaging with a range of visual resources such as videos, animations, pictures, books and posters to explore Spanish-speaking countries' celebrations, customs, costumes and food, and common expressions and related to these events
- looking at some familiar for foods and their origins, for example, tacos, tortilla, paella, churros
- understanding that there are many different in the world, and that Spanish is spoken by different communities of speakers, and that some people may speak more than one

Students learn to:

### **explore connections between language and culture**

(AC9SF03)

#### **General capabilities and cross-curriculum priorities**

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

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

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

- Communicate responsively

### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

### **Culture**

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

### **Country/Place**

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

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

- Communicate responsively

### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

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

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### **Reflecting on culture and cultural diversity**

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### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

### **Resources**

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

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

#### **Content description**

AC9SF03

#### **Continuum extract**

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

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

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

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

#### **Content description**

#### **Content description**

AC9SF03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

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

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

### **Content description**

AC9SF03

### **Continuum extract**

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

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

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

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

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AC9SF03

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### **Snapshot – Communicate responsively**

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