



LANGUAGES

SCOPE AND SEQUENCE

Early Childhood Band of Development

ELA 15 The student communicates with intercultural understanding

Markers of Progress: By the end of the early childhood band of development, students understand that linguistic and cultural backgrounds influence how people live, dress, eat, speak and celebrate events in their lives and their communities. They begin to distinguish similarities and differences in the ways individuals and families live according to their cultural backgrounds. They recognise that cultural backgrounds shape people’s behaviours in different ways. They recognise that more than one language exists and that many people in their community communicate in languages other than English.

Preschool Students have the opportunities to learn about:	Kindergarten Students have the opportunities to learn about:	Year 1 Students have the opportunities to learn about:	Year 2 Students have the opportunities to learn about:
15.EC.1 similarities and differences in the ways individual families live according to their cultural backgrounds (eg family composition and size, the roles of family members, rural or urban lifestyle)	15.EC.1 similarities and differences in the ways individual families live according to their cultural backgrounds (eg family composition and size, the roles of family members, rural or urban lifestyle)	15.EC.1 similarities and differences in the ways individual families live according to their cultural backgrounds (eg family composition and size, the roles of family members, rural or urban lifestyle)	15.EC.1 similarities and differences in the ways individual families live according to their cultural backgrounds (eg family composition and size, the roles of family members, rural or urban lifestyle)
15.EC.3 languages that are used in the community	15.EC.3 languages that are used in the community	15.EC.3 languages that are used in the community	15.EC.3 languages that are used in the community
15.EC.4 features of other cultures (eg dress, food, dance, songs)	15.EC.4 features of other cultures (eg dress, food, dance, songs)	15.EC.4 features of other cultures (eg dress, food, dance, songs)	15.EC.4 features of other cultures (eg dress, food, dance, songs)
15.EC.5 events that celebrate different cultures in their school and community	15.EC.5 events that celebrate different cultures in their school and community	15.EC.5 events that celebrate different cultures in their school and community	15.EC.5 events that celebrate different cultures in their school and community

Preschool Students have the opportunities to learn to:	Kindergarten Students have the opportunities to learn to:	Year 1 Students have the opportunities to learn to:	Year 2 Students have the opportunities to learn to:
15.EC.6 describe cultural practices and traditions in their own family and compare them with those of their peers (eg in the way people speak to one another, in what they eat, how they dress and how they celebrate special occasions, in their family relationships,	15.EC.6 describe cultural practices and traditions in their own family and compare them with those of their peers (eg in the way people speak to one another, in what they eat, how they dress and how they celebrate special occasions, in their family relationships,	15.EC.6 describe cultural practices and traditions in their own family and compare them with those of their peers (eg in the way people speak to one another, in what they eat, how they dress and how they celebrate special occasions, in their family relationships,	15.EC.6 describe cultural practices and traditions in their own family and compare them with those of their peers (eg in the way people speak to one another, in what they eat, how they dress and how they celebrate special occasions, in their family relationships,



<p>social customs and traditions)</p> <p>15.EC.8 listen and speak respectfully recognising that others may speak and interact differently to them</p> <p>15.EC.9 use greetings and common phrases in simple interactions in different languages</p>	<p>social customs and traditions)</p> <p>15.EC.8 listen and speak respectfully recognising that others may speak and interact differently to them</p> <p>15.EC.9 use greetings and common phrases in simple interactions in different languages</p>	<p>social customs and traditions)</p> <p>15.EC.8 listen and speak respectfully recognising that others may speak and interact differently to them</p> <p>15.EC.9 use greetings and common phrases in simple interactions in different languages</p>	<p>social customs and traditions)</p> <p>15.EC.8 listen and speak respectfully recognising that others may speak and interact differently to them</p> <p>15.EC.9 use greetings and common phrases in simple interactions in different languages</p>
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Later Childhood Band of Development

ELA 15 The student communicates with intercultural understanding

Markers of Progress: By the end of the later childhood band of development, students compare diverse cultural practices with their own. They identify cultural stereotypes and understand that not all members of a culture are the same. They recognise some words in English that have been adopted from other languages and words and phrases for familiar things in another language. They recognise that they may need to adjust their ways of communicating when they are interacting with somebody whose first language is not English.

Year 3 Students have the opportunities to learn about:	Year 4 Students have the opportunities to learn about:	Year 5 Students have the opportunities to learn about:
<p>15.LC.1 diverse cultural practices and lifestyles and how they compare with their own (eg language, religion, food, dress, celebrations, rituals, traditions, family relationships, work, leisure, education) through a range of experiences and media</p> <p>15.LC.2 forms of non-verbal communication in their own and other cultures and how these convey meaning</p> <p>15.LC.3 how and why people celebrate cultural events in different ways according to their religion, culture, race or location</p> <p>15.EA.1 how aspects of their own lifestyle and behaviour are culturally determined (eg daily routines, leisure activities, food, eating times, dress codes, community structures)</p> <p>15.EA.4 the dynamic nature of language (eg new words and terms, words adopted from other languages)</p>	<p>15.LC.1 diverse cultural practices and lifestyles and how they compare with their own (eg language, religion, food, dress, celebrations, rituals, traditions, family relationships, work, leisure, education) through a range of experiences and media</p> <p>15.LC.2 forms of non-verbal communication in their own and other cultures and how these convey meaning</p> <p>15.LC.3 how and why people celebrate cultural events in different ways according to their religion, culture, race or location</p> <p>15.EA.1 how aspects of their own lifestyle and behaviour are culturally determined (eg daily routines, leisure activities, food, eating times, dress codes, community structures)</p> <p>15.EA.4 the dynamic nature of language (eg new words and terms, words adopted from other languages)</p>	<p>15.LC.1 diverse cultural practices and lifestyles and how they compare with their own (eg language, religion, food, dress, celebrations, rituals, traditions, family relationships, work, leisure, education) through a range of experiences and media</p> <p>15.LC.2 forms of non-verbal communication in their own and other cultures and how these convey meaning</p> <p>15.LC.3 how and why people celebrate cultural events in different ways according to their religion, culture, race or location</p> <p>15.EA.1 how aspects of their own lifestyle and behaviour are culturally determined (eg daily routines, leisure activities, food, eating times, dress codes, community structures)</p> <p>15.EA.4 the dynamic nature of language (eg new words and terms, words adopted from other languages)</p>



Year 3 Students have the opportunities to learn to:	Year 4 Students have the opportunities to learn to:	Year 5 Students have the opportunities to learn to:
<p>15.LC.4 identify and describe aspects of cultural diversity within the community</p> <p>15.LC.5 understand the concept of cultural stereotypes and recognise that not all members of a culture are the same</p> <p>15.LC.6 locate points of similarity as a first step to entering into another's frame of reference</p> <p>15.LC.7 identify factors that have shaped other cultures and make simple cause and effect statements</p> <p>15.LC.8 recognise some words in English that have been adopted from other languages</p> <p>15.LC.9 recognise and use words and phrases in different languages for familiar people and things relating to their interests and experiences</p> <p>15.LC.10 interact respectfully with people from different backgrounds</p>	<p>15.LC.4 identify and describe aspects of cultural diversity within the community</p> <p>15.LC.5 understand the concept of cultural stereotypes and recognise that not all members of a culture are the same</p> <p>15.LC.6 locate points of similarity as a first step to entering into another's frame of reference</p> <p>15.LC.7 identify factors that have shaped other cultures and make simple cause and effect statements</p> <p>15.LC.8 recognise some words in English that have been adopted from other languages</p> <p>15.LC.9 recognise and use words and phrases in different languages for familiar people and things relating to their interests and experiences</p> <p>15.LC.10 interact respectfully with people from different backgrounds</p>	<p>15.LC.4 identify and describe aspects of cultural diversity within the community</p> <p>15.LC.5 understand the concept of cultural stereotypes and recognise that not all members of a culture are the same</p> <p>15.LC.6 locate points of similarity as a first step to entering into another's frame of reference</p> <p>15.LC.7 identify factors that have shaped other cultures and make simple cause and effect statements</p> <p>15.LC.8 recognise some words in English that have been adopted from other languages</p> <p>15.LC.9 recognise and use words and phrases in different languages for familiar people and things relating to their interests and experiences</p> <p>15.LC.10 interact respectfully with people from different backgrounds</p> <p>15.EA.8 analyse cultural references in texts and challenge stereotypes and assumptions about cultural identities, values and practices</p> <p>15.EA.11 recognise and respond respectfully to particular cultural practices in interactions and persevere with establishing communication (eg eye contact, personal space, verbal and non-verbal cues, differences in customs, symbols and language, polite forms of address)</p>



Early Adolescence Band of Development

ELA 15 The student communicates with intercultural understanding

Markers of Progress: By the end of the early adolescence band of development, students recognise cultural diversity in their personal lives and within the local and global community. They understand that identity is shaped by culture and that people from other cultures may have views, perspectives and practices different from their own. They appreciate, from a variety of perspectives, the complexity and diversity of cultures and the different beliefs that underpin them. They understand that intercultural understanding is about knowing how to interact with the cultural practices of others. They adjust their language and interact in a sensitive way with people from diverse cultural backgrounds.

Year 6 Students have the opportunities to learn about:	Year 7 Students have the opportunities to learn about:	Year 8 Students have the opportunities to learn about:
<p>15.LC.1 diverse cultural practices and lifestyles and how they compare with their own (eg language, religion, food, dress, celebrations, rituals, traditions, family relationships, work, leisure, education) through a range of experiences and media</p> <p>15.LC.2 forms of non-verbal communication in their own and other cultures and how these convey meaning</p> <p>15.LC.3 how and why people celebrate cultural events in different ways according to their religion, culture, race or location</p> <p>15.EA.1 how aspects of their own lifestyle and behaviour are culturally determined (eg daily routines, leisure activities, food, eating times, dress codes, community structures)</p> <p>15.EA.3 empathy as a way of developing explanations and gaining insights into other people and their cultures (eg why people think, behave, live and interact differently)</p> <p>15.EA.4 the dynamic nature of language (eg new words and terms, words adopted from other</p>		



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Year 6 Students have the opportunities to learn to:	Year 7 Students have the opportunities to learn to:	Year 8 Students have the opportunities to learn to:
<p>15.LC.4 identify and describe aspects of cultural diversity within the community</p> <p>15.LC.5 understand the concept of cultural stereotypes and recognise that not all members of a culture are the same</p> <p>15.LC.6 locate points of similarity as a first step to entering into another's frame of reference</p> <p>15.LC.7 identify factors that have shaped other cultures and make simple cause and effect statements</p> <p>15.LC.8 recognise some words in English that have been adopted from other languages</p> <p>15.LC.9 recognise and use words and phrases in different languages for familiar people and things relating to their interests and experiences</p> <p>15.LC.10 interact respectfully with people from different backgrounds</p> <p>15.EA.8 analyse cultural references in texts and challenge stereotypes and assumptions about cultural identities, values and practices</p> <p>15.EA.11 recognise and respond respectfully to particular cultural practices in interactions and persevere with establishing communication (eg eye contact, personal space, verbal and non-verbal cues, differences in customs, symbols and language, polite forms of address)</p>		

