(no-code)

and in familiar and some unfamiliar to ideas, opinions and experiences about their own and others' personal worlds

•

•

Elaborations

• using a range of greetings in different , depending on the relationship, time of day and level of formality, for example, ■■■■■■■■■ ■■■■■■■■■ ■■■■■ ■■■■■■■■■ ■■■■■ ■■■■■ ■■■■■■■■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■■■■■

• initiating and sustaining conversations, and responding respectfully to different on topics of interest such as ■■■■■ ■■■■■ ■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■■■■■■ ■■■■ ■■■■■ ■■■■ ■■■■■■■■■ ■■ ■■ ■■■■■■■ ■■■■■■■■

• exchanging personal information and requesting details from others ■■ ■■ ■■■■ ■■■■■■ ■■ ■■■■■■ ■■■■■ ■■■■■■ ■■■■■■■■■ ■■ ■■ ■■■■■ ■■■■■■■■■■ ■■■■■■■■■

• using interjections, exclamations and to maintain flow, fill gaps, and build , for example, ■■ ■■■■■■ ■■■■■■■ ■■■■■■■■ ■■■■■■■■■

• agreeing or disagreeing with others' opinions on a range of familiar topics and justifying responses, for example, ■■ ■■■■■■■ ■■■■■■ ■ ■■■■ ■■ ■■■■■ ... ■ ■■■■■■ ■■■■■■ ■■■■■ ... ■■■■■ ■■■■ ■■■■■■ ...

• sharing information about their family history or discussing generational influences, for example, ■■ ■■■■■ ■■■■■■ ■■■■■■■■■ ■■■■■ ■■■■ ■■■■■ ■■■■■■■■ ■■■■■ ■■■■■■■■ ■■ ■■■■■■■■■ ■■■■■■■■■ ■■■■■■ ■■■■ ■■■■■■■■ ■■ ■■■■■ ■■■■■■■■ ■■ ■■■■■■■■ ■■■■■ ■■ ■■■■■■ ■■■■■■■■■ ■■■■■■

• discussing wishes, desires and future plans, such as career aspirations, weekend/holiday plans, dream purchases, for example, ■■■■■■ ■■ ■■■■■ ■■■■■■■■ ■■■■■■■■■ ■■■■■■■■■■■■ ■■■■■ ■■ ■■■■■■ ■■■■ ■■■■ ■■■■■■■■■ ■■■■■■■■ ■■ ■■■■■■■■ ■■■■■■■■ ■■■■ ■■■■■■■■ ■■ ■■■■■ ■■■■■■■■ ■■■■■■■■

• in hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, complaining about services, for example, ■■■■■ ■■■■■ ■■■■■■■■■ ■■■■■■ ■■■■■■■ ... ■■ ■■■■■■ ■■ ■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■

• initiating written such as to a student in an Arabic-speaking country, requesting information and responding appropriately, for example, ■■■■■■■ ■■ ■■■■■■ ■■ ■■■■■■

Students learn to:

initiate and sustain interactions in familiar and some unfamiliar contexts to exchang opinions and experiences about their own and others' personal worlds

(AC9LA10EC01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LA10EC01

Learning progression extract

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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC01

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC01

using a range of greetings in different contexts, depending on the relationship, time of day and level of formality, for example, [redacted]

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com

responsively

Content description

AC9LA10EC01

initiating and sustaining conversations, and responding respectfully to different views on topics of interest such as [redacted]

Continuum extract

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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC01

initiating and sustaining conversations, and responding respectfully to different views on topics of interest such as [redacted]

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC01

exchanging personal information and requesting details from others [redacted]

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC01

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC01

agreeing or disagreeing with others' opinions on a range of familiar topics and justifying

responses, for example, ■■ ■■■■■■ ■■■■■ ■ ■■■ ■■ ■■■■ ... ■ ■■■■■ ■■■■■ ■■■■ ... ■■■■ ■■■ ■■■■

Continuum extract

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

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC01

sharing information about their family history or discussing generational influences, for example, ■■ ■■■■ ■■■■■ ■■■■■■■■ ■■■■ ■■■ ■■■■ ■■■■■■■ ■■■■ ■■■■■■■ ■■ ■■■■■■■■ ■■■■■■■■ ■■■ ■■■■■■■ ■■ ■■■■ ■■■■■■■ ■■ ■■■■■■■ ■■■■ ■■ ■■■■■■ ■■■■■■■■ ■■■■■■

Continuum extract

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• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC01

discussing wishes, desires and future plans, such as career aspirations, weekend/holiday plans, dream purchases, for example, ■■■■■■ ■■ ■■■■■ ■■■■■■■ ■■■■■■■■ ■■■■■■■■■■■■ ■■■■■ ■■ ■■■■■■ ■■■■ ■■■■■■■■■ ■■■■■■■ ■■ ■■■■■■■ ■■■■■■■■ ■■■■ ■■■■■■■ ■■ ■■■■■ ■■■■■■■ ■■■■■■■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC01

interacting in hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, complaining about services, for example, ■■■■■ ■■■■■ ■■■■■■■■■ ■■■■■■ ■■■■■■■ ... ■■ ■■■■■■ ■■ ■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■■■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC01

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Arabic language resource

Arabic

Language support resource

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

AC9LA10EC02

use Arabic in to , offer opinions and compare and discuss ideas

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Elaborations

• discussing aspects of daily life with peers or young people from Arabic-speaking communities, such as etiquette at mealtimes, opinions about schooling, pastimes, celebrating significant events, for example, ■■ ■■■ ■■■■■■■■ ■■■ ■■■■■■■■■ ■■ ■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■ ■■ ■■■ ■■ ■■■■ ■■ ■■■ ■■■ ■■■■■ ■■■■■■■■■ ■■ ■■ ■■■■ ■■■■■■■ ■■■■■■■ ■■!

• engaging in social with peers and teachers, for example, accepting and declining invitations, making excuses and apologising, using appropriate forms of politeness and respect, for example,■■■■■■■ ■■ ■■■■■■ ■■ ■■■ ■■■ ■■■■ ■■■ ■■■■■■

• participating in a mock interview for a part-time job or volunteer work, answering and discussing ideas, for example, ■■■■■ ■■■■ ■■ ■■■■ ■■■■ ■■■ ■■■■■■ ■■■■■

• in class routines by requesting, advising and apologising, or clarifying meanings and instructions, for example, ■■ ■■■■■■ ■■ ■■■■■■ ■■■■■ ■■ ■■■■ ■■■■■■

• supporting and justifying their own ideas regarding lifestyle choices, for example, ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■■■ ■■ ■■■ ■■■■ ■■■■■ ■■■■■ ■■■■■■■■ ■■■ ■■■■ ■■■■ ■■■■■■■.

• participating in class discussions or to express opinions and reflect on those of others, for example, a game of '4 corners', where students move according to their opinion and then respond to others in opposing corners

• discussing their responsibilities at home and at school, comparing with those of young people living in Arabic-speaking countries, and noting the relative importance of concepts such as taking care of parents as they age

Students learn to:

use Arabic language in exchanges to question, offer opinions and compare and dis

(AC9LA10EC02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

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 .

Navigating intercultural contexts

• Consider responses to intercultural contexts

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LA10EC02

Learning progression extract

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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider respons contexts

Content description

AC9LA10EC02

discussing aspects of daily life with peers or young people from Arabic-speaking communities, such as etiquette at mealtimes, opinions about schooling, pastimes, celebrating significant events, for example, ■■ ■■■■ ■■■■■■■■■ ■■■■ ■■■■■■■■■■ ■■ ■■■■ ■■■■■■ ■■■■■■■ ■■■■■ ■■■■ ■■ ■■■■ ■■ ■■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■■■■■■■ ■■ ■■ ■■■■■ ■■■■■■■■ ■■■■■■■■ ■■!

Continuum extract

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

• analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC02

discussing aspects of daily life with peers or young people from Arabic-speaking communities, such as etiquette at mealtimes, opinions about schooling, pastimes, celebrating significant events, for example, ■■ ■■■■ ■■■■■■■■■ ■■■■ ■■■■■■■■■■ ■■ ■■■■ ■■■■■■ ■■■■■■■ ■■■■■ ■■■■ ■■ ■■■■ ■■ ■■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■■■■■■■ ■■ ■■ ■■■■■ ■■■■■■■■ ■■■■■■■■ ■■!

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC02

supporting and justifying their own ideas regarding lifestyle choices, for example, [redacted].

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LA10EC02

Continuum extract

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

• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LA10EC03

use non-verbal, spoken and written to discuss, plan and reflect on , events and experiences with peers

•

•

Elaborations

• participating in real or simulated transactions and negotiations that involve buying and selling, for example, bidding for an item online, ordering food for a class celebration or negotiating purchases of learning resources

• planning a task cooperatively by dividing among peers, for example, ■■■■ ■■■■■/■■■■■ ■■■■■■■■■■ ■■■■■

• organising an interview with a local celebrity or significant person from an Arabic-speaking community, researching the person's achievements and discussing with peers the appropriate to ask

• organising a campaign or designing resources such as website posts, posters, or flyers to promote action and raise awareness on social or environmental issues, for example, ■■■■ ■■■■■■■ ■■■■■■ ■■■ ■■■■■■

• participating in real or simulated excursions to cultural sites or exhibitions, for example, famous museums and places of worship, sharing responsibility for different elements of a report on the experience

• reflecting on the success of a school promoting the Arabic and , and discussing improvements for future planning, for example, ■■■ ■■■ ■■■■■■ ■■■■■■■ ■■■■■ ■■■■ ■■■■■ ■■ ■■■■■ ■■■ ■■■■■ ■■■■ ■■■■

Students learn to:

use non-verbal, spoken and written exchanges to discuss, plan and reflect on activi experiences with peers

(AC9LA10EC03)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

• Collaboration

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

• Collaboration

Social management

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Collaboration

Futures

• Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LA10EC03

Learning progression extract

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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC03

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA10EC03

Continuum extract

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

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC03

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA10EC03

Continuum extract

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

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA10EC03

planning a task cooperatively by dividing activities among peers, for example, ■■■■ ■■■■■/■■■■■ ■■■■■■■■■ ■■■■■

Continuum extract

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

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC03

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA10EC03

Continuum extract

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

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA10EC03

Continuum extract

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

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC03

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA10EC03

Continuum extract

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

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC03

reflecting on the success of a school activity promoting the Arabic language and culture, and discussing improvements for future planning, for example, ■■■ ■■■ ■■■■■■ ■■■■■■■ ■■■■■ ■■■■ ■■■■■ ■■ ■■■■■ ■■■ ■■■■■ ■■■■■ ■■■■ ■■■■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA10EC03

reflecting on the success of a school activity promoting the Arabic language and culture, and discussing improvements for future planning, for example, ■■■ ■■■ ■■■■■■ ■■■■■■■ ■■■■■ ■■■■ ■■■■■ ■■ ■■■■■ ■■■ ■■■■■ ■■■■■ ■■■■ ■■■■

Continuum extract

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

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9LA10EC04

interpret information, ideas and in a wide range of spoken, written and and respond appropriately to cultural , and

•

•

Elaborations

• accessing detailing lifestyles in Arabic-speaking countries, identifying features of ways of life that reflect modernity or tradition and summarising findings, for example, ■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■ ■■ ■■■■ ■■■■■■

• responding to ideas presented in various such as traditional poems, films, songs or video clips and identifying and classifying , expressions or references that information about or , for example,

[redacted]
[redacted]
• surveying members of the local Arabic-speaking community regarding suggestions about local facilities and and creating a proposal to present to the local council such as a community garden, volunteer , sports or clubs, for example, [redacted]
[redacted]
• to or First Nations Australian stories in English and creating a profile of them in Arabic
• collecting examples of good news or success stories related to their school, homes or local communities, for example, sporting achievements or successful fundraising, and sharing their findings in formats such as digital displays or newsletter contributions
• researching different of an issue in different media such as news, social media posts or magazines and using the information obtained in debates or persuasive , for example, [redacted]
• analysing traditional Arabic folktales and fables such as [redacted] and discussing the morals portrayed in these
• adapting information from a for a different , incorporating the main points, for example, information from a formal email summarised in a short message to a parent such as [redacted]
[redacted]
Students learn to:

interpret information, ideas and perspectives in a wide range of spoken, written and texts and respond appropriately to cultural context, purpose and audience

(AC9LA10EC04)

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

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Draw conclusions and provide reasons

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC04

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LA10EC04

Learning progression extract

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

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author’s perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LA10EC04

Learning progression extract

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

• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience
• responds to highly complex texts (see Text complexity)
• identifies and paraphrases key points of a speaker's arguments
• describes how listening skills should be applied, according to purpose
• evaluates strategies used by the speaker to elicit emotional responses
• explains any shift in direction, line of argument or purpose made by the speaker
• adopts and re-uses complex abstractions heard in texts
• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EC04
accessing multimodal texts detailing lifestyles in Arabic-speaking countries, identifying features of ways of life that reflect modernity or tradition and summarising findings, for example, ■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■ ■■ ■■■■ ■■■■■■

Continuum extract

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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC04

accessing multimodal texts detailing lifestyles in Arabic-speaking countries, identifying features of ways of life that reflect modernity or tradition and summarising findings, for example, ■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■ ■■ ■■■■ ■■■■■■

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EC04

responding to ideas presented in various texts such as traditional poems, films, songs or video clips and identifying and classifying words, expressions or references that convey information about culture or context, for example, ■■■■■ ■■■■■■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■■ ■■ ■■■■■ ■■■■■■■ ■■■■ ■■ ■■■■■ ■■■■ ■■■■ ■■■■■ ■■■ ■■■■■ ■■■ ■■■■ ■■■■■■ ■■■ ■■■■■

Continuum extract

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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC04

responding to ideas presented in various texts such as traditional poems, films, songs or video clips and identifying and classifying words, expressions or references that convey information about culture or context, for example, ■■■■■ ■■■■■■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■■ ■■ ■■■■■ ■■■■■■■ ■■■■ ■■ ■■■■■ ■■■■ ■■■■ ■■■■■ ■■■ ■■■■■ ■■■ ■■■■ ■■■■■■ ■■■ ■■■■■

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EC04

surveying members of the local Arabic-speaking community regarding suggestions about local facilities and activities and creating a proposal to present to the local council such as a community garden, volunteer activities, sports or clubs, for example, ■■■■■ ■■ ■■■■ ■■■■ ■■■■■■ ■■■■■■■■ ■■■■■ ■■ ■■■■ ■■■■■ ■■■■■ ■■ ■■■■■■■

Continuum extract

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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9LA10EC04
researching different perspectives of an issue in different media such as news, social media posts or magazines and using the information obtained in debates or persuasive texts, for example, ■■■■ ■ ■■■■■ ■ ■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

perspectives

Content description

AC9LA10EC04
researching different perspectives of an issue in different media such as news, social media posts or magazines and using the information obtained in debates or persuasive texts, for example, ■■■■ ■ ■■■■■ ■ ■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC04
researching different perspectives of an issue in different media such as news, social media posts or magazines and using the information obtained in debates or persuasive texts, for example, ■■■■ ■ ■■■■■■ ■ ■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EC04
adapting information from a text for a different purpose, incorporating the main points, for example, information from a formal email summarised in a short text message to a parent such as ■■■■■■ ...■■■■■ ■■■■■■ ■■ ■■■■■ ■■■■■■/■■■ ■■■■ ■■■■■ ■■ ■■■■ ■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

AC9LA10EC05

apply strategies to interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar

•

•

Elaborations

• translating Arabic and English and noticing unfamiliar or expressions and reflecting on challenges associated with transferring meaning from one to another
• comparing of the same , commenting on similarities and differences between versions and considering possible reasons for these
• reflecting on the importance of non-verbal elements of , such as hand , head movements and facial expressions, and how these are sometimes used to mean different things in different
• identifying culture-specific vocabulary and expressions such as ■■■■■ ■■■■ ■■■■■■■■ , and discussing strategies for choosing that best reflect the intended meaning and
• paraphrasing English or expressions that have no equivalent in Arabic, such as ‘mufti day’ or ‘fundraiser’
• evaluating information from different sources for relevance and cultural appropriateness for example, facts from reliable website versus social media or word-of-mouth, and discussing potential issues that may arise from using inaccurate information
• reflecting on the difficulty of achieving equivalence in of creative such as poems, songs and film clips, identifying and that require particular elaboration or explanation
• identifying similarities and differences between own ways of communicating and between young Arabic speakers in different , for example, the expression of politeness or turn-taking in conversations
• exploring a range of Arabic and English and proverbs and discussing the social and cultural and they reflect, for example, ■■ ■■■■ ■■■■ ■■■ ■■■■ ■■■■ ■■■ ■■■ ■■■ ■■■■■ ■■■ ■■■■■■ ■■■■■■ ■■ ■■ ■■■■■ ■■■■ ■■■ ■■■■■■ ■■ ■■■ ■■■■■■ ■■ ■■■■■■ ■■■■ ■■■■■ ■■■■■■

Students learn to:

apply strategies to interpret and translate non-verbal, spoken and written interactio convey meaning and intercultural understanding in familiar and unfamiliar contexts

(AC9LA10EC05)

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

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 .

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC05

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LA10EC05

Learning progression extract

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

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions,

monitoring and connecting relevant elements of the text, to build meaning
• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LA10EC05

Learning progression extract

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

• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience
• responds to highly complex texts (see Text complexity)
• identifies and paraphrases key points of a speaker's arguments
• describes how listening skills should be applied, according to purpose
• evaluates strategies used by the speaker to elicit emotional responses
• explains any shift in direction, line of argument or purpose made by the speaker
• adopts and re-uses complex abstractions heard in texts
• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA10EC05

Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA10EC05

Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LA10EC05

Continuum extract

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

• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA10EC05

Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC05

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA10EC05

Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to

context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC05

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA10EC05

Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC05

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA10EC05

Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC05

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LA10EC05
exploring a range of Arabic and English idioms and proverbs and discussing the social and cultural values and perspectives they reflect, for example, ■■ ■■■■■ ■■■■■ ■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■■ ■■■■■■■ ■■ ■■ ■■■■■■ ■■■■■ ■■■■ ■■■■■■■ ■■ ■■■■ ■■■■■■■ ■■ ■■■■■■■ ■■■■■ ■■■■■■ ■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC05
exploring a range of Arabic and English idioms and proverbs and discussing the social and cultural values and perspectives they reflect, for example, ■■ ■■■■■ ■■■■■ ■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■■ ■■■■■■■ ■■ ■■ ■■■■■■ ■■■■■ ■■■■ ■■■■■■■ ■■ ■■■■ ■■■■■■■ ■■ ■■■■■■■ ■■■■■ ■■■■■■ ■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

AC9LA10EC06

spoken, written and , informative and imaginative , selecting vocabulary, expressions, grammatical structures and textual for familiar and some unfamiliar and , to different

•
•

Elaborations

• presenting persuasive such as posters, advertisements or the of a speech on topics such as recycling, sustainability or circular fashion, for various , for example, ■■■ ■■ ■■■■■■■■ ■■ ■■■■■■ ■■■ ■■■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■■■■■
• informing others in the school community about an issue of interest, call to action, or upcoming events in such as notices and newsletter announcements, for example, ■■■■■■ ■■■■ ■■■■■■■ ■■■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■ ■■ ■■■■■ ■■■■■■■■ ■■■■■ ■■■■■■ ■■■■■■■ ■■■■■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■ ■■■■■■■■■■■■ ■■■■■■■■■ ■■■■■■■ ■■■■ ■■■■■■■■
• creating a resource to introduce Arabic-speaking tourists or recent migrants to different features and aspects of Australian life such as cultural and linguistic , local attractions, animals, dangers, and outback exploration, for example, ■■■■■■ ■■■■■■■ ■■■■■■ ■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■
• a journal entry, or contributing to a school newsletter in Arabic reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
• researching a popular tourist site or attraction in an Arabic-speaking country and about a traveller's experience in the third person, for example, ■■■■■ ■■■■■ ■■■■ ■■■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■ ■■■■■■■■
• reporting on own and others' experiences such as holidays or school camp, for example, ■■■■■■■■ ■■ ■■■■■■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■ ■■■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■■ ■■ ■■■■■■■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■ ■■ ■■■■■ ■■■■■■■■ ■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■■
• a procedure for younger students to follow, with steps and diagrams, for example, dances or recipes ■■■■■■ ■■■■■ ■■■■■■■■■ ■■■■■■■■ ■■■■■■■■■■ ■■■■ ■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■■■
• creating a video tour of the school for Arabic-speaking students or new students, with commentary

about classrooms, , canteen menu and facilities, for example, ■■■■■■■ ■■ ■■■■■■■■■■■ ■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■ ■■■■■

• creating alternative versions of traditional Arabic stories by introducing new , scenes or different endings, for example, ■■■ ■■■■■ ■■■■■■■ ■■■■■■■

• expressing imagined experiences in such as poems and video clips that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example, ■■■ ■■■■■■ ■■■■■■■■■ ■■■■■■ ■■■■■■■ ■■■■■■■■■■■ ■■■■■■■■ ■■■■■■■■

Students learn to:

create spoken, written and multimodal, informative and imaginative texts, selecting expressions, grammatical structures and textual conventions for familiar and some contexts and purposes, to engage different audiences

(AC9LA10EC06)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Create, communicate and collaborate

Speaking and listening

• Speaking

Writing

• Creating texts

• Creating 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 .

Social management

• Communication

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Social management

• Communication

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Creating and exchanging

• Create, communicate and collaborate

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.

Social management

• Communication

Social management

• Communication

Social management

• Communication

Navigating intercultural contexts

• Adapt in intercultural exchanges

Social management

• Communication

Generating

• Consider alternatives

Social management

• Communication

Generating

• Consider alternatives

Social management

• Communication

Resources

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LA10EC06

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LA10EC06

Learning progression extract

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

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content

• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)

• develops complex ideas or a central theme across a spoken text

• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

• uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")

• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")

• uses a range of emotive language appropriate to topic, purpose and audience

• uses rich, evocative, descriptive language

• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content

• includes a range of alternative viewpoints in spoken texts, where appropriate

• controls and manipulates a sophisticated range of language features to affect the audience

• uses a range of rhetorical devices and humour to engage an audience

• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")

• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LA10EC06

Learning progression extract

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

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)
• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
• uses evidence and references
• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience
• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

• uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LA10EC06

Learning progression extract

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

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
• includes relevant, rich, evocative description
• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
• generates, selects and crafts ideas to support a theme
• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
• includes visual and audio resources to evoke mood or atmosphere of text
• varies sentence structure for effect (see Grammar)

Vocabulary

• uses words that create connotations (e.g. "startled", "dismayed")
• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

• creates sustained texts that develop more abstract themes or concepts in imaginative ways
• uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
• develops an imaginative text around a theme or social issue

Text forms and features

• uses stylistic features for effect (e.g. narrates from an omniscient point of view)
• uses recurring imagery for cohesion
• uses language to create humour (e.g. irony, satire)
• uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

• uses vocabulary for precision (e.g. "shrouded" for "covered")
• uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC06

presenting persuasive texts such as posters, advertisements or the script of a speech on topics such as recycling, sustainability or circular fashion, for various audiences, for example, [redacted]

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC06

informing others in the school community about an issue of interest, call to action, or upcoming events in texts such as notices and newsletter announcements, for example, [redacted]

[redacted]

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LA10EC06

creating a multimodal resource to introduce Arabic-speaking tourists or recent migrants to different features and aspects of Australian life such as cultural and linguistic diversity, local attractions, animals, dangers, and outback exploration, for example, [redacted]

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC06

creating a multimodal resource to introduce Arabic-speaking tourists or recent migrants to different features and aspects of Australian life such as cultural and linguistic diversity, local attractions, animals, dangers, and outback exploration, for example, [redacted]

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC06

researching a popular tourist site or attraction in an Arabic-speaking country and writing about a traveller's experience in the third person, for example, [redacted]

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC06

reporting on own and others' experiences such as holidays or school camp, for example, [redacted]

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC06

writing a procedure for younger students to follow, with steps and diagrams, for example, dances or recipes [redacted]

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA10EC06

creating a video tour of the school for Arabic-speaking exchange students or new students, with commentary about classrooms, subjects, canteen menu and facilities, for example, [redacted]

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC06

creating a video tour of the school for Arabic-speaking exchange students or new students, with commentary about classrooms, subjects, canteen menu and facilities, for example, [redacted]

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9LA10EC06

Continuum extract

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

• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC06

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9LA10EC06

expressing imagined experiences in texts such as poems and video clips that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example, ■■■ ■■■■■ ■■■ ■■■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■■■■■ ■■■■■■■■ ■■■■■■■■

Continuum extract

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

• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EC06

expressing imagined experiences in texts such as poems and video clips that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example, ■■■ ■■■■■ ■■■ ■■■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■■■■■ ■■■■■■■■ ■■■■■■■■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LA10EU01

apply features of the Arabic sound system, including , , , and , and show how these are represented in familiar and some unfamiliar

•

•

Elaborations

• pronouncing ■■■■■ and ■■■■■■

• applying prior knowledge of and sound to spelling and sound of unfamiliar during class dictation, aloud or transcribing

• using the of the Arabic , including , and , to increase and enhance expression

• recognising the need for pauses or changes of in with embedded

• to a range of audio at various speeds such as phone messages and announcements, to develop strategies and techniques to infer meaning

• noticing how and of can emotions and shade meaning, such as distinguishing between colloquial or formal , for example, ■■■■■ ■■ ■■■■! ■■■■ ■■■ ■■■ ■■■■■

• using in for literary effect in such as comics and stories, for example, ■■■ ■■■! ■■■■ ■■■■■ ■■■■■■■ ■■■■■■■ ■■ ■■■■ ■■■ ■■■■■...

• reciting difficult tongue twisters or making their own, to improve , and , for example, ■■■■ ■■■■■ ■■ ■■■■ ■■■■■ ■■■■ ■■■■ ■■■■■ ■■■■ ■■■■ ■■■■■ ■■■ ■■■ ■■ ■■■ ■■■

Students learn to:

apply features of the Arabic sound system, including pitch, rhythm, stress, pronunc

intonation, and show how these are represented in familiar and some unfamiliar co

(AC9LA10EU01)

General capabilities and cross-curriculum priorities

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

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LA10EU01

Learning progression extract

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

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content
• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
• develops complex ideas or a central theme across a spoken text
• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
• rephrases or clarifies to repair or refine meaning
• uses language structures and features appropriate to learning area content
• uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
• uses a range of emotive language appropriate to topic, purpose and audience
• uses rich, evocative, descriptive language

• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
• includes a range of alternative viewpoints in spoken texts, where appropriate
• controls and manipulates a sophisticated range of language features to affect the audience
• uses a range of rhetorical devices and humour to engage an audience
• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU01

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU01

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU01

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU01

using onomatopoeia in sentences for literary effect in texts such as comics and stories, for example, ■■■ ■■■! ■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■ ■■■■■ ■■■■ ■■■■■■...

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU01

reciting difficult tongue twisters or making their own, to improve pronunciation, fluency and pace, for example, ■■■■■ ■■■■■■ ■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■ ■■■■ ■■ ■■■■ ■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Arabic language resource

Arabic

Language support resource

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

AC9LA10EU02

select and use structures and features of the Arabic grammatical and systems to enhance meaning and spoken, written and

•
•

Elaborations

• applying punctuation and spacing rules between and using their knowledge of such as paragraphing and sequencing to , and typing in Arabic
• recognising that certain letters in Arabic appear in different variations, for example, ■ ■■
• using demonstrative and such as 'we, you and they' in Arabic ■■■ ■■■■■■■■■ ■■ ■■■■■■■ ■■■■ ■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■
• expanding their knowledge of noun-adjective agreement, for example, ■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■■ ■■■■■■■■
• identifying possession idaafa and attached possessive for singular and , for example, ■■■■ ■■■■■ ■■■■■/ ■■■■ ■■■■■■ ■■■■ ■■■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■ ■■■■/■■■■ ■■■■■■■■■■ ■■■ ■■■■■■■■■■/ ■■■■■■■■
• using ■ /■■■■ with the present to express future plans, for example, ■■■■ ■■■■■ ■■■■ ■■■■■■■■■■ ■■■■■■■ ■■■ ■■■■■■ ■■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■ ■■■ ■■■■■
• using a range of such as ■■ ,■ ,■■■■, to connect , for example, ■■ ■■■■■ ■■■■■ ■■■■ ■■■■■■ ■■■ ■■■■■■ ■■■ ■■■■■
• using interrogative and expressions, for example, ■■■■■ ■■■■■ ■■■■■■ ■■■ ■■■■■ ■■■■ ■■■■■■■■■
• using subjunctive to express doubt, uncertainty, or emotion, for example, ■■■ ■■■■■■ ■■■ ■■■■■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■■■■
• describing people and objects, using comparatives and superlatives, for example, ■■■■ ■■■■■ ■■■ ■■■■■ ■■■■■■■ ■■■■■ ■■■ ■■■■■■■■■■ ■■■■■■ ■■■■■ ■■■ ■■■■■■■■■■■ ■■■■■■■■■
• applying rules of negation in a range of , for example, ■■■ ■■■■■ ■■■■ ■■■ ■■■■■■■■ ■■■■■■■ ■■■■ ■■■■■ ■■■■
• using imperative forms to persuade, encourage, and give advice, for example, ■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■■■ ■■■ ■■■■■ ■■■■■■ ■■■■ ■■■■■■■ ■■■■■■■■■ ■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■
• using a range of irregular to describe number, shape and colour, for example, ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■■
• using to expand on ideas and provide further information, for example, ■■■■■■■■ ■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■
• applying gender and number agreement, for example, ■■■■■ ■■■■■■■ ■■■■ ■■■■■■■ ■■■■■ ■■■■■■■■ ■■■■■■ ■■■■
• using ordinal numbers to count the hours, minutes and seconds with half and quarter past the hour,

for example, [redacted]

Students learn to:

select and use structures and features of the Arabic grammatical and writing syster meaning and create spoken, written and multimodal texts

(AC9LA10EU02)

General capabilities and cross-curriculum priorities

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

Writing

• Grammar

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

Social management

• Communication

Social management

• Communication

Social management

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Social management

• Communication

Social management

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Social management

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Social management

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Social management

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Social management

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Social management

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Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LA10EU02

Learning progression extract

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

Grammatical accuracy

• makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

• uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

Grammatical accuracy

• writes well-structured texts, rarely making grammatical errors

Group and word level

• presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
• selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
• uses nominalisations to create concise noun groups/phrases
• intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
• maintains subject-verb agreement in complex sentences

Sentence level

• crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
• makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

• uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02
using plural demonstrative pronouns and pronouns such as ‘we, you and they’ in Arabic ■■■ ■■■■■■■■ ■■ ■■■■■■■ ■■■ ■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■

Continuum extract

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02
expanding their knowledge of noun-adjective agreement, for example, ■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■■ ■■■■■■■■

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02
identifying possession idaafa and attached possessive pronouns for singular and plural, for example, ■■■ ■■■■■ ■■■■■/ ■■■ ■■■■■■ ■■■ ■■■■■■■ ■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■ ■■■/■■■ ■■■■■■■■■ ■■■■■■ ■■■■■■■■

Continuum extract

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

using ■ /■■■ with the present tense to express future plans, for example, ■■■ ■■■■■ ■■■ ■■■■■■■■■ ■■■■■■■ ■■ ■■■■■■ ■■■■■ ■■■■■■ ■■■■■■■ ■■■ ■■■■■ ■■ ■■■■■

Continuum extract

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

using a range of conjunctions such as ■■ ,■ ,■■■, to connect sentences, for example, ■■ ■■■■■ ■■■■■ ■■■■ ■■■■■■ ■■ ■■■■■■ ■■ ■■■■■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

using interrogative words and expressions, for example, ■■■■■ ■■■■■ ■■■■■■ ■■ ■■■■■ ■■■■ ■■■■■■■■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

using subjunctive mood to express doubt, uncertainty, or emotion, for example, ■■ ■■■■■■ ■■ ■■■■■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■■■

Continuum extract

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

describing people and objects, using comparatives and superlatives, for example, ■■■ ■■■■■ ■■ ■■■■■ ■■■■■■■ ■■■■■ ■■ ■■■■■■■■■ ■■■■■■ ■■■■■■■■■■ ■■■■■■■■

Continuum extract

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

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

applying rules of negation in a range of sentences, for example, ■■ ■■■■ ■■■ ■■ ■■■■■■■ ■■■■■■ ■■■ ■■■■ ■■■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

using imperative verb forms to persuade, encourage, and give advice, for example, ■■■■ ■■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■■■ ■■ ■■■■■ ■■■■■■ ■■■ ■■■■■■■ ■■■■■■■ ■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

using a range of irregular adjectives to describe number, shape and colour, for example, ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■■

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

using adverbial phrases to expand on ideas and provide further information, for example, ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

applying gender and number agreement, for example, ■■■■ ■■■■■■ ■■■ ■■■■■■ ■■■■ ■■■■■■■ ■■■■■ ■■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU02

using ordinal numbers to count the hours, minutes and seconds with half and quarter past the hour, for example, ■■■■■■■ ■■■■ ■■■■■■■ ■■■■■■■■ ■■ ■■■■■■■■ ■■■■■■■■■■■ ■■■■■■■■■ ■■ ■■■■■■■ ■■■■■

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LA10EU03

reflect on and evaluate Arabic , using to discuss and features

•

•

Elaborations

• recognising the significance and cultural importance of features of different types of in Arabic and English, such as forms of or associated with rituals or celebrations, and understanding how these vary according to the , occasion and intended

• using to identify grammatical similarities and differences between Arabic and English such as order, types, , , possessive , gender agreement,

• analysing persuasive such as advertisements, slogans or speeches, recognising the use of and emotive to the intended

• noticing and explaining differences in and between formal and informal Arabic and English use, for example, between the structure of a business letter and an informal email

• comparing spoken and written forms of familiar types of in Arabic and English such as spoken and written apologies, spoken storytelling and written reports, noticing differences in grammatical, expressive, and textual features, for example, ■■ ■■■■ ■■■■ ■■■■■■■■■ ■■■■■ /■■■■■ ■■■■■■■■ ■ ■■■ ■■■/ ■■■■

Students learn to:

reflect on and evaluate Arabic texts, using metalanguage to discuss language struc

(AC9LA10EU03)

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

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

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EU03

Continuum extract

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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

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

Content description

AC9LA10EU03

Continuum extract

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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EU03

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

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm

responsively

Content description

AC9LA10EU03

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EU03

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• evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm

responsively

Content description

AC9LA10EU03

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EU03

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm

responsively

Content description

AC9LA10EU03

Continuum extract

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EU03

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Snapshot – Communicate responsively

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

Content description

AC9LA10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA10EU03
comparing spoken and written forms of familiar types of texts in Arabic and English such as spoken and written apologies, spoken storytelling and written reports, noticing differences in grammatical, expressive, and textual features, for example, ■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■■ /■■■■■ ■■■■■■■ ■ ■■■ ■■■/ ■■■■

Continuum extract

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• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

AC9LA10EU04

reflect on and explain how is shaped by (s), (s), , and and how these affect ways of communicating

•
•

Elaborations

• identifying and discussing how or are reflected in Arabic and English, including the concept of punctuality reflected in such as ■■ ■■■■ ■■■■■■ ■ ■■ ■■■■■■, and social such as expressing indirect

thanks, apologies or , for example, ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■■ ■■■■■■■■■ ■■ ■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■ ■■■■■■■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■■ ■■■■ ■■■■.

• analysing and cultural practices that are interconnected, for example, by identifying religious origins or connotations associated with places such as ■■■■■■■■ ■■■■■■■■■ ■■■■■■■■ ■■■■ ■■■■■■■ ■■■■ ■■■■■■■■ or by identifying ways in which the residual influences of traditional lifestyles are preserved in

• interviewing people about the experience of using more than one , for example, by asking , “Do you identify more strongly with one ?”, “Do you express yourself differently in each ?”, “Why/how?”

• reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Arabic for a group of Arabic-speaking visitors at a school assembly

• examining the meaning of Arabic proverbs and sayings and how they reflect traditional cultural , ideas and , for example, ■■■■■■■ ■■■■ ■■■■■■■ ■■■■ ■■■■■ ■■■■ ■■■■ ■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■ ■■■■■■■ ■■■■ ■■■■■■■ ■■ ■■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■ ■■■■■ ■■■■ ■■■■■■■

• comparing created for different in diverse Arabic-speaking regions and countries, noticing how reflects priorities, , and of specific communities

• identifying used in colloquial Arabic that fuse Arabic and English, such as in film, advertising, to capture trends, concepts and with experience, for example, ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■■

• recognising that Arabic carries histories of contact with other and , for example, by identifying and classifying borrowed or terms that originate from other that have been ‘Arabised’ (ta’reeb) such as ■■■■■■ ■ ■■■■■■■■ ■ ■■■■■■ ■ ■■■■■■■■■ ■ ■■■■■

• investigating the nature and use of the Arabic in different , for example, asking Arabic-speaking students in Australia when they use Arabic or English, with whom, how and why

• investigating their own cultural and linguistic biographies to discover more about family heritage, migration and history, and reflecting on how this can contribute to their and understanding family and

Students learn to:

reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values and how these affect ways of communicating

(AC9LA10EU04)

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Elaborations

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social awareness

• Empathy

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social awareness

• Empathy

Social management

• Communication

Social awareness

• Empathy

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.

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

• Develop multiple perspectives

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9LA10EU04

Continuum extract

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

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LA10EU04

Continuum extract

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

• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LA10EU04

Continuum extract

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

• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

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

Content description

AC9LA10EU04

identifying and discussing how values or attitudes are reflected in Arabic and English, including the concept of punctuality reflected in language such as ■■ ■■■■ ■■■■■■ ■ ■■ ■■■■■■, and social interactions such as expressing indirect thanks, apologies or appreciation, for example, ■■■■■ ■■■■■ ■■■■■■ ■■■ ■■■■■ ■■■■■■■■ ■■ ■■■ ■■■ ■■■■■ ■■■■ ■■■ ■■■■ ■■■■■■■■■ ■■■■■ ■■■ ■■■

Continuum extract

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

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LA10EU04

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Continuum extract

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

• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

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

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA10EU04

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

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Snapshot – Communicate responsively

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

Content description

AC9LA10EU04

examining the meaning of Arabic proverbs and sayings and how they reflect traditional cultural views, ideas and attitudes, for example, [redacted]

Continuum extract

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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect c

relationship between cultures and identities

Content description

AC9LA10EU04
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Continuum extract

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• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Develop multiple perspectives

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

Content description

AC9LA10EU04

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Snapshot – Communicate responsively

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

Content description

AC9LA10EU04
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Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect c

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Content description

AC9LA10EU04
recognising that Arabic carries histories of contact with other languages and cultures, for example, by identifying and classifying borrowed words or terms that originate from other languages that have been ‘Arabised’ (ta’reeb) such as ■■■■■ ■ ■■■■■■■ ■ ■■■■■ ■ ■■■■■■■■ ■ ■■■■

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LA10EU04

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

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