

**(no-code)**

**and in familiar related to students' personal worlds and school environment**

- 

## Elaborations

- using appropriate greetings and forms of when with different people, for example, the use of ■■■■

[illegible]

- exchanging information about everyday experiences and routines, for example, 

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- talking about friends and family members, including physical appearance, personal characteristics

[illegible]

- sharing feelings and opinions about leisure and study , using different modes of such as secure

online forums, and giving reasons for choices made, for example, ■■■ ■■■■■ ■■■■ ■■■■■ ■■ ■■■■ ■■

1. The undersigned hereby certifies that the above information is true and correct to the best of his knowledge and belief, and that he is not aware of any other information that may be material to the above information.

- asking for and providing clarification, for example, ■■ ■■■■ ■■■■■■ ■■ ■■■■ ■■■■■■ ■■■■■■ ■ ■■■

**□ □ □ □ □    □ □ □ □ □    □ □ □ □ □**

- participating in online to give advice and share ideas with others about development and learning

strategies, for example, 

Students learn to:

**initiate and sustain modelled exchanges in familiar contexts related to students' personal and school environment**

(AC9LA6C01)

## General capabilities and cross-curriculum priorities

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

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Speaking and listening

- Interacting

## Elaborations

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

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Social management

- Communication

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Social management

- Communication

## Engaging with cultural and linguistic diversity

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- Communication

## Engaging with cultural and linguistic diversity

- Communicate responsively

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- Communication

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

- Communicate responsively

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LA6C01

### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

### **Snapshot – Interacting**

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

### **Content description**

AC9LA6C01

### **Learning progression extract**

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

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- 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")

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LA6C01

#### **Continuum extract**

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

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## **Snapshot – Communication**

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

#### **Content description**

AC9LA6C01

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LA6C01

exchanging information about everyday experiences and routines, for example, ■■■■ ■■■■ ■■■ ■■■■■■■■■■  
■■■ ■■■■ ■■■■ ■■■■■■■■■■ ■■■ ■■■■/ ■■■■■ ■■■■■■■■ ■ ■■■ ■■■■■■■■ ■■■■ ■■■ ■■■■■■■■ ■■ ■■  
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#### **Continuum extract**

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## **Snapshot – Communication**

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

#### **Content description**

AC9LA6C01

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#### **Continuum extract**

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

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

- Snapshot – Communicate responsively**  
**Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate**  
**responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding

## Snapshot – Communication

## Content description

[illegible]

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

asking for and providing clarification, for example, ■■ ■■■■ ■■■■■■ ■■ ■■■■ ■■■■■■ ■■■■■■ ■ ■■ ■■■■■■ ■■■■■■ ■■■■■■

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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


## Personal and Social capability: Social management: Communication

asking for and providing clarification, for example, ■■■ ■■■■ ■■■■■■ ■■ ■■■■ ■■■■■■ ■■■■■■ ■ ■■ ■■■■■■  
■■■■ ■■■■■■

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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

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

participating in online exchanges to give advice and share ideas with others about bilingual

development and learning strategies, for example, 

### Continuum extract

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


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### Snapshot – Communication

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

#### Content description

AC9LA6C01

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### 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

## AC9LA6C02

**participate in that involve planning and negotiating with others, using that expresses information, preferences and ideas**

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- 

### Elaborations

- making collaborative decisions and arrangements, using expressions for numbers, ordering and organising ideas, for example, **..... !**
- engaging in transactions by asking for items such as goods and services, and providing information such as giving prices, for example, **.....**
- contributing ideas to develop class rules and guidelines to foster a , multicultural classroom environment, for example, **.....**
- making suggestions and choices in the allocation of roles and explaining the reasons for such choices, for example, **.....**
- creating displays, presentations or for family, friends or the school community to showcase their progress in learning Arabic **.....**

Students learn to:

**participate in activities that involve planning and negotiating with others, using lang  
expresses information, preferences and ideas**

(AC9LA6C02)

### 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

- Communication
- Collaboration

#### Social management

- Communication
- Collaboration

#### Social management

- Communication
- Collaboration

#### Social management

- Communication
- Collaboration

#### Resources

#### Snapshot – Interacting

**Literacy: Speaking and listening: Interacting**

**Content description**

AC9LA6C02

## **Learning progression extract**

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

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
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- 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")

### **Snapshot – Communication**

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

##### **Content description**

AC9LA6C02

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LA6C02

##### **Continuum extract**

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

### **Snapshot – Communication**

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

##### **Content description**

AC9LA6C02

making collaborative decisions and arrangements, using expressions for numbers, ordering and





contributing ideas to develop class rules and guidelines to foster a bilingual, multicultural classroom environment, for example, **■■■■■ ■■■■■■■■ ■■■■ ■■ ■■■■■ ■■ ■■**

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## Snapshot – Collaboration

## Personal and Social capability: Social management: Collaboration

## Content description

AC9LA6C02

contributing ideas to develop class rules and guidelines to foster a bilingual, multicultural classroom environment, for example, **■■■■■ ■■■■■■■■ ■■■■ ■■ ■■■■■ ■■ ■■**

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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA6C02

making suggestions and choices in the allocation of roles and explaining the reasons for such choices, for example, ■■ ■■■■ ■■...■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■■■

**XXXXXXXXXX XXXX XXXXXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX**

## Continuum extract

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## Snapshot – Collaboration

## Personal and Social capability: Social management: Collaboration

## Content description

AC9LA6C02

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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA6C02

creating displays, presentations or performances for family, friends or the school community to

## Continuum extract

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## Personal and Social capability: Social management: Collaboration

## AC9LA6C02

### Continuum extract

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

**locate and information and ideas in a range of spoken, written and , and respond in different ways to suit**

- 

[illegible]

highlighting how the different features of each combine to make similar meaning

Students learn to:

**locate and process information and ideas in a range of spoken, written and multimodal texts**  
**respond in different ways to suit purpose**

(AC9LA6C03)

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

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **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

#### **Social management**

- Communication

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Social management**

- Communication

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Resources**

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

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

#### **Content description**

AC9LA6C03

#### **Continuum extract**

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

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

- 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

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LA6C03

#### **Learning progression extract**

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

#### **Comprehension**

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

#### **Processes**

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

#### **Vocabulary**

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

#### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

#### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)

- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

## **Snapshot – Listening**

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

#### **Content description**

AC9LA6C03

#### **Learning progression extract**

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

content.

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

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9LA6C03

identifying and classifying information in texts such as advertisements, conversations, brochures and announcements, and sharing the information with others in a different format, for example, presenting a chart of favourite television programs or computer games ■... ■■■■ ■■■■■■■■ ■

presenting a chart of favourite television programs or computer games ■... ■■■■ ■■■■■■ ■■ ■■■■

■■■■■■■■■■ ■■ ... ■ ■■■■■■ ■■■■■■■■■■ ■■ ■■■■■■■■■■ ■■ ... ■ ■■■■ ■■ ■■■■■■■■■■ ■■ ■■■■■■■■ ■■■■ ■■■■■■■■■■

**XXXXXXXXXX XXX**

## Continuum extract

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

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9LA6C03

reading texts and extracting key points relating to a range of topics such as social activities for school-aged people in the local community, and discussing information with peers, for example,

[illegible][illegible]

## Continuum extract

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

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

## AC9LA6C03

## Continuum extract

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

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

## AC9LA6C03

[illegible]

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

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

## AC9LA6C03

watching different types of imaginative texts such as puppet shows, stories and films, and then





## Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## Snapshot – Identify, process and evaluate information

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

#### Content description

AC9LA6C03

using a map and a set of directions around the school or local area to find clues to achieve a goal or arrive at a final destination, for example, ■■■■ ■■■ ■■■■■■■■ ■■■■ ■■■ ■■■■■■■■ ■■■■ ■■ ■■■■■■■■ ■■■■■■■■

## Continuum extract

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

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

## Snapshot – Identify, process and evaluate information

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

#### Content description

AC9LA6C03

## Continuum extract

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

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

## AC9LA6C04

### apply strategies to interpret and meaning in Arabic in familiar non-verbal, spoken and written cultural

- 
- 

#### Elaborations

• Arabic expressions in familiar such as greeting cards, menus and stories, and considering how these expressions reflect aspects of Arabic and

• creating Arabic versions of school signs, notices and class rules, considering why some and expressions such as 'the oval', 'the office', 'the canteen', 'out of bounds', 'no hat, no play',

require flexibility in , for example, ■■■■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■■ (■■■■■/ ■■■■■■■■■■ ■■■■■■■■)■ ■■■■■■■■ ■■■■■■ ■■ ■■■ ■■■■■■■■ ■■■■■■ ■■■ ■■■■■■ ■■■■ ■■■■

• creating a bank or vocabulary list with Arabic , making connections between the degree of formality of a situation and the form of Arabic that must be used

• understanding and discussing why different forms of Arabic are used depending on the of , such as

the use of Modern Standard Arabic when communicating with people with different or with the teacher in the classroom, compared with the use of Arabic at home, in the community, overseas or with friends, for example, **مدرسة / مدرستي / مدرستهم / مدرستكم (مدرسة / مدرستهم / مدرستكم / مدرستكم) (مدرسة / مدرستهم / مدرستكم / مدرستكم)**

- reflecting on instances when moving between Arabic- and English-speaking has felt easy, awkward, or challenging and explaining why this might be the , for example, translating to relatives what the teacher is saying, helping a community member who cannot speak English reach a destination
- understanding that many in Arabic are borrowed from indigenous of the Arabic-speaking world, such as Aramaic Sifr (zero), mamlaka (Kingdom) and Phoenician Tannin (dragon) and Berber tajma (gathering), and regional such as Persian, bazaar (market), Turkish baklava (baklava) and Kurdish chay (tea).
- learning responsible use of dictionaries and electronic/online tools, recognising the limitations of such technology and problems associated with and equivalence
- exploring or expressions commonly used in informal in the Australian , and or explaining them for young Arabic speakers, for example, ‘mate’ or ‘no worries’
- translating such as public signs, advertisements and food packaging from Arabic into English and vice versa, for example, ‘please recycle,’ ‘do not walk on the grass’ ‘buy one, get one free’ **مدرسة / مدرستي / مدرستهم / مدرستكم (مدرسة / مدرستهم / مدرستكم / مدرستكم)**
- exploring the meaning of famous names of people and places and reflecting on their origin and naming such as **مدرسة / مدرستي / مدرستهم / مدرستكم (مدرسة / مدرستهم / مدرستكم / مدرستكم)**
- recognising changes made when in an Australian-English , for example, using different forms of , expressions or different ways of showing politeness, and discussing why these adjustments are appropriate

Students learn to:

## **apply strategies to interpret and convey meaning in Arabic language in familiar non and written cultural contexts**

(AC9LA6C04)

### **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 .

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

- Adapt in intercultural exchanges

#### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

#### **Analysing**

- Interpret concepts and problems

### **Creating and exchanging**

- Respect intellectual property

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Resources**

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9LA6C04

##### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9LA6C04

##### **Learning progression extract**

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

##### **Comprehension**

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

##### **Processes**

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

##### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)

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

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

## **Snapshot – Listening**

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

#### **Content description**

AC9LA6C04

#### **Learning progression extract**

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

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

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LA6C04

#### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LA6C04

creating Arabic versions of school signs, notices and class rules, considering why some words and expressions such as ‘the oval’, ‘the office’, ‘the canteen’, ‘out of bounds’, ‘no hat, no play’, require flexibility in translation, for example, ( )

)

### **Continuum extract**

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

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

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LA6C04

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
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- 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

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LA6C04

understanding and discussing why different forms of Arabic are used depending on the context of communication, such as the use of Modern Standard Arabic when communicating with people with different dialects or with the teacher in the classroom, compared with the use of Arabic dialect at home, in the community, overseas or with friends, for example, ( )

/ / ( )

### **Continuum extract**

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

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

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LA6C04

understanding and discussing why different forms of Arabic are used depending on the context of communication, such as the use of Modern Standard Arabic when communicating with people with different dialects or with the teacher in the classroom, compared with the use of Arabic dialect at

home, in the community, overseas or with friends, for example, ■■■/■■■/■■■■ ■■ ■■■■■ (■■■■ ■■■)  
■■■■/ ■■■ / ■■■/ ■■■■■ (■■■■)

### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

##### **Content description**

AC9LA6C04

##### **Continuum extract**

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

- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9LA6C04

##### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

##### **Content description**

AC9LA6C04

understanding that many words in Arabic are borrowed from indigenous languages of the Arabic-speaking world, such as Aramaic Sifr (zero), mamlaka (Kingdom) and Phoenician Tannin (dragon) and Berber tajma (gathering), and regional languages such as Persian, bazaar (market), Turkish baklava (baklava) and Kurdish chay (tea).

##### **Continuum extract**

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

- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

### **Snapshot – Interpret concepts and problems**



## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LA6C04

#### **Continuum extract**

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

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

### **Snapshot – Respect intellectual property**

## **Digital Literacy: Creating and exchanging: Respect intellectual property**

### **Content description**

AC9LA6C04

#### **Continuum extract**

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

- respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions
- respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols
- respect intellectual property by identifying and applying practices that meet legal and ethical obligations, referencing conventions, copyright and trademark protocols

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LA6C04

#### **Continuum extract**

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

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

### **Snapshot – Consider responses to intercultural contexts**

## **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

### **Content description**

AC9LA6C04

#### **Continuum extract**

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

- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LA6C04

exploring the meaning of famous names of people and places and reflecting on their origin and naming conventions such as ■■■ ■■■■■■ ■■ ■■■ ■■■ ■■■■■■■■ ■■ ■■■■ ■■■ ■■■■/ ■■■■/ ■■■■ ■■ ■■■■ ■■■■ ■■■■ ■■■■

## Continuum extract

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

## AC9LA6C04

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

and present a range of informative and imaginative spoken, written and using of letter position, in a variety of structures to sequence information and ideas appropriate to

- 

- presenting information or ideas in for a particular , such as an interactive display in the school to give students information about the importance and the benefits of learning Arabic, or a newsletter about a sports carnival or school event
- information relating to significant people, places or events in Arabic-speaking communities, such as a poster for an occasion, a profile of a famous Arabic-speaking actor or a digital guide to a place of interest
- preparing and giving simple spoken or written presentations about aspects of their personal worlds such as a milestones timeline, personal achievements or family celebrations, for example, ■■■ ■■■

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- creating a class print or digital poster, locating and describing, in Arabic, a specific First Nations location in a local or regional , or elsewhere in Australia
- making for non-Arabic speakers wanting to visit an Arabic-speaking country, to assist with travel and , such as lists, common , maps, menus, allergy cards, for example, **معلومات عامة عن المدينة / معلومات عامة عن المدينة**

- collecting and presenting key ideas relating to lifestyle trends in the local community, using graphic organisers to show priorities in lists or tables, Venn diagrams to compare statistics or ideas, or graphs to highlight frequency, for example,

- creating own imaginative based on , settings and events in familiar stories for own and others' enjoyment and interest
- creating works, individually or collaboratively, experimenting with , , and actions to different and feelings, for example, poetry including acrostic poetry or raps, songs or new lyrics for known songs, and short plays or new dialogue for known plays
- creating individual and cultural profiles, explaining which (s) or (s) are spoken at home, with extended family or in social and community
- constructing a profile or brochure of the local community for tourists or new Arabic-speaking

[illegible]

- Students learn to:

(AC9LA6C05)

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

- Create, communicate and collaborate

- Speaking

- Creating texts

- Creating texts

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 .

- Create, communicate and collaborate

- Communication

- Create, communicate and collaborate

- Communication

- Communication

- Communication

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

- Communication

- Interpret concepts and problems

- Communication

- Communication

- Communication

- Communication

## Creating and exchanging

- Create, communicate and collaborate

## **Social management**

- Communication

## **Social management**

- Communication

## **Creating and exchanging**

- Create, communicate and collaborate

## **Social management**

- Communication

## **Resources**

### **Snapshot – Create, communicate and collaborate**

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

##### **Content description**

AC9LA6C05

##### **Continuum extract**

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

### **Snapshot – Speaking**

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

##### **Content description**

AC9LA6C05

##### **Learning progression extract**

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

##### **Crafting ideas**

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

##### **Vocabulary**

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

##### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts

- uses a range of technology, and audio and visual resources to engage audience and enhance content

### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

### **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")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LA6C05

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

#### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations

- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

### **Crafting ideas**

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

### **Text forms and features**

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

### **Vocabulary**

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

### **Crafting ideas**

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

### **Text forms and features**

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

### **Vocabulary**

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LA6C05

#### **Learning progression extract**

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

## **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

## **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

## **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

## **Crafting ideas**

- creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
- includes structural features appropriate to the type of text such as orientation, complication and resolution
- includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
- organises events into a sequence with a predictable ending

## **Text forms and features**

- uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
- uses pronouns to track multiple characters (e.g. "Peter and Leanne ... he ... they ... she ... them")
- maintains a point of view (e.g. writes predominantly in first person)
- uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
- selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
- uses simple figurative devices (e.g. simile)

## **Vocabulary**

- uses a range of learnt topic words and words from other authors

## **Crafting ideas**

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character

- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

### **Text forms and features**

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

### **Vocabulary**

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

## **Snapshot – Create, communicate and collaborate**

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

#### **Content description**

AC9LA6C05

#### **Continuum extract**

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## **Snapshot – Communication**

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

#### **Content description**

AC9LA6C05

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Create, communicate and collaborate**

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

#### **Content description**

AC9LA6C05

#### **Continuum extract**

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## **Snapshot – Communication**

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



## AC9LA6C05

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

- ## Snapshot – Communication

## Content description

AC9LA6C05

preparing and giving simple spoken or written presentations about aspects of their personal worlds

such as a milestones timeline, personal achievements or family celebrations, for example, ■■■ ■■■■■

[illegible]

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

- ## Snapshot – Communication

## Content description

AC9LA6C05

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## Snapshot – Communication

## Content description

AC9LA6C05

making bilingual texts for non-Arabic speakers wanting to visit an Arabic-speaking country, to

assist with travel and communication, such as word lists, common phrases, maps, menus, allergy

cards, for example, 

■■■■■

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### Snapshot – Interpret concepts and problems

## Content description

AC9LA6C05

collecting and presenting key ideas relating to lifestyle trends in the local community, using

graphic organisers to show priorities in lists or tables, Venn diagrams to compare statistics or

ideas, or graphs to highlight frequency, for example, ■■■■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■■■■■■ ■■■■■■■■ ■■■■■■

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

collecting and presenting key ideas relating to lifestyle trends in the local community, using graphic organisers to show priorities in lists or tables, Venn diagrams to compare statistics or ideas, or graphs to highlight frequency, for example, **■■■■■■■■ ■■■■ ■■■■■■ ■■■■■■**

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

creating own imaginative texts based on characters, settings and events in familiar stories for own and others' enjoyment and interest ■■■■ ■■■■■■ ■■■■ ■■■ ■■■■■■■■ ■■■ ■■■■■■■■■■

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

- ## Snapshot – Create, communicate and collaborate

## Snapshot – Communication

## Snapshot – Communication

## Snapshot – Create, communicate and collaborate

- use the core features of a range of digital tools to create content and communicate and

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

- ## Snapshot – Communication

## Content description

## Continuum extract

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

**apply knowledge of combinations of sounds, , and patterns to develop and to know and**

- ## Elaborations

- in , for example, ■■■ - ■■■■ ■■■ - ■■■■■ ■■■■■■ - ■■■■■■■■

- and the  $\mathbf{A}$ , for example,  $\begin{bmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{bmatrix}$   $\begin{bmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{bmatrix}$   $\begin{bmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{bmatrix}$

- Students learn to:

**apply knowledge of combinations of sounds, syllables, pronunciation and intonation**

**develop fluency and rhythm to known words and phrases**

## General capabilities and cross-curriculum priorities

## Engaging with cultural and linguistic diversity

- ## Speaking and listening

- ## Elaborations

## Engaging with cultural and linguistic diversity

- ## Social management

- ## Engaging with cultural and linguistic diversity

- ## Social management

- ## Engaging with cultural and linguistic diversity

- Communicate responsively

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LA6U01

### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

### **Snapshot – Speaking**

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

### **Content description**

AC9LA6U01

### **Learning progression extract**

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

### **Crafting ideas**

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

### **Vocabulary**

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

### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points

- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

### **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")

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LA6U01

understanding that vowel marks, tashkeel or harakat , influence the meaning and the way words are pronounced, for example, **مَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا** **وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ** **وَمَا يُلْقِ الْأَعْيُنُ عَنَّهُ** **وَكُلٌّ فِيهِ خَالِدٌ**

**وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا** **وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ** **وَمَا يُلْقِ الْأَعْيُنُ عَنَّهُ** **وَكُلٌّ فِيهِ خَالِدٌ**

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

## **Snapshot – Communication**

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

#### **Content description**

AC9LA6U01

understanding that vowel marks, tashkeel or harakat , influence the meaning and the way words are



## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA6U01

applying pronunciation and intonation rules when speaking and reading aloud, for example, ■■■■■

[illegible]

**□ □ □ □ □    □ □ □ □ □    □ □ □ □ □ □ □    □ □ □ □    □ □ □ □ □ □ □**

## Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## Content description

AC9LA6U01

## Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA6U01

## Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## Content description

AC9LA6U01

applying prior phonic knowledge to predict spelling of unfamiliar words, for example, ■■■■/ ■■ / ■■ /

■■■■ ■■■ / ■■■ / ■■■■■

## Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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



## Snapshot – Communication

## Content description

■■■■ ■■■ / ■■■ / ■■■■■

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## Arabic

## Download

•

- applying present conjugation, for example, 

yo	tú	él/ella/usted	ellos/ellas/ustedes
estudio	estudias	estudia	estudian

- using the imperative form of to give commands and instructions in a variety of , for example,  
■ ■■■■■■ ■■■■■■ ■■■■■■ ■■ ■■■■ ■■■■■■■■■■ ■■■■■■ ■■■■ ■■■■■■■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■■■
- and numerals, cardinal numbers and ordinal numbers from 1–10 and expressing simple time with hours and minutes, for example, ■■■■■■ ■■■■■■■■■■ ■■■■ ■■■■■■ ■■ ■■■■■■ ■■■■■■■■■■ ■■■■ ■■■■■■
- understanding and applying gender and number agreement between and , for example, ■■■■ ■■■■ ■■■■■■  
■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■ ■■■■■■■■■■
- using regular to describe number, shape and colour, for example, ■■■■ ■■■■■■/ ■■■■■■ / ■■■■■■■■■■ / ■■■■■■  
■■■■■ ■■■■■■■■■■ ■■■■■■■■■■/ ■■■■■■■■■■ ■■ ■■■■■■■■■■
- describing a relationship, using a possessive for singular third person, for example, ■■■■ ■■■■ ■■■■  
■■■■■■■■■ ■■■■ ■■■■ ■■ ■■■■ ■■■■ ■■■■■■ ■■ ■■■■■■
- using a range of to provide information about location, place and direction, for example, ■■■■■■■■■■  
■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■ ■■ ■■■■ ■■■■■■■■■■
- using of time, frequency and place to provide further detail, for example, ■■■■ ■■■■■■■■■■ ■■■■  
■■■■■■■■■■■ ■■■■ ■■■■ ■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■ ■■■■■■■■■■
- building compound with one or more ideas to express opinions, preferences or reasons, for example,  
■■■■■■■ ■■■■■■■■■■ ■■ ...■ ■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■/ ■■■■■■■■■■ / ■■■■■■■■■■
- using some linking and devices in , for example, ■■■■ ■■■■ ■■■■
- exploring different representations of Arabic in typed and handwritten fonts, and practising how to type in Arabic using secure and keyboards

Students learn to:

**use knowledge of modelled grammatical structures and formulaic expressions to construct texts using appropriate punctuation and textual conventions**

(AC9LA6U02)

### General capabilities and cross-curriculum priorities

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

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Writing

- Grammar
- Punctuation

## Elaborations

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

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Social management

- Communication

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Social management

- Communication

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Social management

- Communication

## Engaging with cultural and linguistic diversity

- Communicate responsively

## Social management

- Communication

### Engaging with cultural and linguistic diversity

- Communicate responsively

## Social management

- Communication

### Engaging with cultural and linguistic diversity

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

### **Social management**

- Communication

### **Resources**

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

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

#### **Content description**

AC9LA6U02

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

#### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9LA6U02

#### **Learning progression extract**

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

#### **Grammatical accuracy**

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

#### **Group and word level**

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

### **Sentence level**

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

### **Whole text level**

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

### **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 – Punctuation**

#### **Literacy: Writing: Punctuation**

##### **Content description**

AC9LA6U02

##### **Learning progression extract**

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

- uses quotation marks for simple dialogue (e.g. "I can't see it,' he said.")
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")
- uses complex punctuation conventions (e.g. colons, semicolons, brackets)
- uses punctuation conventions for quotations and referencing

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LA6U02

using common past tense verbs to describe past actions and events, for example, ■■■■ ■■ ■■■■■■

■■■■■■■■ ■■ ■■■■■■■■ ■■■■ ■■■ ■■■■■■ ■■■■■ ■■■■■ ■■■■ ■■■ ■■■ ■■■■■■■ ■■■■■■■■

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### **Snapshot – Communication**

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

##### **Content description**

AC9LA6U02

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communicate responsively**

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

## Content description

AC9LA6U02

applying present tense verb conjugation, for example, 



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## Snapshot – Communicate responsively

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

## Content description

AC9LA6U02

using the imperative form of verbs to give commands and instructions in a variety of contexts, for example, 

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## Snapshot – Communicate responsively

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

#### Content description

AC9LA6U02

reading and writing numerals, cardinal numbers and ordinal numbers from 1–10 and expressing simple time with hours and minutes, for example, 

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## Snapshot – Communicate responsively

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

#### Content description

AC9LA6U02

understanding and applying gender and number agreement between nouns and adjectives, for example, 



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## Snapshot – Communicate responsively

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

#### Content description

AC9LA6U02

using regular adjectives to describe number, shape and colour, for example, ■■■ ■■■■■/ ■■■■ / ■■■■■■  
/ ■■■■ ■■ ■■■■■■■ ■■■■■/ ■■■■■■ ■■ ■■■■■■■■

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## Snapshot – Communicate responsively

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

#### Content description

AC9LA6U02

describing a relationship, using a possessive pronoun for singular third person, for example, ■■■■  
■■■ ■■ ■■■■■■■ ■■■■ ■■■■ ■■ ■■■■ ■■ ■■■■■ ■■ ■■■■■

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## Snapshot – Communication

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



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[illegible]

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## Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## Content description

AC9LA6U02

using a range of prepositions to provide information about location, place and direction, for

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## Snapshot – Communication

## Personal and Social capability: Social management: Communication

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## Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## Content description

AC9LA6U02

using adverbs of time, frequency and place to provide further detail, for example, ■■■■ ■■■■■■ ■■■■

9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 1041 1042 1043

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## **Snapshot – Communication**

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

#### **Content description**

AC9LA6U02

using adverbs of time, frequency and place to provide further detail, for example, ■■■■ ■■■■■■ ■■■■

■■■■■■■■ ■■■■ ■■■ ■■■■■■■■ ■■■■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■

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- apply skills to address factors that influence verbal and non-verbal communication
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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LA6U02

building compound sentences with one or more ideas to express opinions, preferences or reasons, for

example, ■■■■■■ ■■■■■■■■ ■■■ ...■ ■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■/ ■■■■■■■■ / ■■■■■■

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AC9LA6U02

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LA6U02

using some linking words and devices in sentences, for example, ■■ ■■■■ ■■■■

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### **AC9LA6U03**

**compare some Arabic and features with those of English, using some familiar**

- 
- 

##### **Elaborations**

- comparing the , and of a range of familiar in English and Arabic, for example, advertisements, poems, plays and video clips, and noting similarities and differences between themes, and features

■■■ ■■■■■■■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■

- expanding their understanding and use of to discuss parts of speech, different types, and punctuation in Arabic and/or English, for example, , , verbal , + +object, ■■■■■■ ■■■■■■■■ ( ■■■■■■

■■■■■) ■ ■■■■■■ ■■■■■■■■ ( ■■■■■■ ■■■■■■■■) ■■■ ■■■■/ ■■■■ ■■■■■■ ■■■■ ■■■■■■■■ ■■■ ■■■■■■■■ ■■■■■■

- compiling a graphic organiser, poster, mind map or Venn diagram to illustrate differences in Arabic and English and textual , for example, different order, structures, counting system, ,

direction, punctuation

- comparing the significance and cultural importance of the structures and features of different types of in Arabic and English, in salutations, greetings and respect, for example, Dear ... or To ...

■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■■■■■■ ■■■■ ■■■■ ■■■■■ ■■ ■■■■ ■■■■■■

- comparing the use of of Arabic origin in English and and vice versa, discussing reasons why borrow from each other, for example, cotton, algebra, guitar, computer ■■■■ ■■■■■■ ■■■■■■ ■■■■■■■■
- noticing differences between different types of in Arabic and English, for example, comparing a spoken recount of a well-known fable with the written , a message with a phone call, an email with a letter

Students learn to:

**compare some Arabic language structures and features with those of English, using metalanguage**

(AC9LA6U03)

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

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Elaborations**

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Analysing**

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#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Resources**

#### **Snapshot – Interpret concepts and problems**

**Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LA6U03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LA6U03

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

#### **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LA6U03

comparing the purpose, context and audience of a range of familiar texts in English and Arabic, for example, advertisements, poems, plays and video clips, and noting similarities and differences between themes, language structures and features ■■■ ■■■■■■■■ ■■■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■

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#### **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## Content description

AC9LA6U03

expanding their understanding and use of metalanguage to discuss parts of speech, different sentence types, syntax and punctuation in Arabic and/or English, for example, adverbs, conjunctions, verbal sentences, verb+subject+object, **الجملة الفعلية** ( **الجملة الفعلية** ) **الجملة الفعلية** (

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## Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## Content description

AC9LA6U03

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AC9LA6U03

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## Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## Content description

AC9LA6U03

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## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LA6U03

comparing the significance and cultural importance of the structures and features of different types of texts in Arabic and English, in salutations, greetings and conveying respect, for example, Dear ... or To ... ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■■■■■■ ■■■■ ■■■■ ■■■■■ ■■ ■■■■ ■■■■■■

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## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LA6U03

comparing the use of words of Arabic origin in English texts and interactions and vice versa, discussing reasons why languages borrow words from each other, for example, cotton, algebra, guitar, computer ■■■■ ■■■■■■ ■■■■■■ ■■■■■■

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## **Snapshot – Communicate responsively**

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

#### **Content description**

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## Critical and Creative Thinking: Analysing: Interpret concepts and problems

## AC9LA6U03

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## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## AC9LA6U03

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


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recognise that reflects cultural practices, and , and that this impacts on non-verbal, spoken and written

- 

- identifying cultural customs and practices that may reflect collective of individuals from

[illegible]

- developing awareness of cultural that can lead to generalisations and misconceptions such as associating the Arabic with the nationality or religion of peoples, for example, 

The following information is provided for the purpose of illustrating the format of the data to be submitted to the system. The information is not intended to be used as a template for the submission of data. The information is provided for the purpose of illustrating the format of the data to be submitted to the system. The information is not intended to be used as a template for the submission of data.

- discussing the ways in which they with Arabic speakers such as making appropriate eye contact, allowing for personal space, and respecting older people, parents and teachers, and making comparisons with the ways in which they with English speakers, for example, ■■■■■■ ■■■■■■ ■■■■■■



- exploring, in Arabic or English, how and are expressed through First Nations Australians' song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of Arabic-speaking people or communities
- discussing how their own cultural and linguistic background influences who they are, how they think about things and how they behave in different
- noticing similarities and differences between personal ways of communicating and compared with others in different situations, for example, expressions of politeness or turn-taking in conversations, and reflecting on the influence of and personal on use
- reflecting on culturally appropriate ways of offering congratulations, recognition, gratitude and encouragement, or politely declining requests or invitations, for example, **شكرا جزيلا على ما فعلته لي** **أعطني يدك يا فتى**
- identifying and comparing expressions, in Arabic and English, that cannot be readily translated or explained and reflect embedded cultural meanings, for example, **استنّ** after a shower or haircut, **يا فتى** when someone asks you for a favour
- explaining modifications made when moving between Arabic- and English-speaking , for example, the way they using **يا فتى** or how they use different introductions depending on the , such as to introduce friends to their parents **هذا هو ابن عمي** and to introduce friends to each other **هذه صديقة صديقي**
- appreciating that Arabic-speaking communities are made up of diverse cultural and linguistic groups that may have different , religions, customs, cuisines, dress, and experiences, for example, **الأسرة العربية تتكون من الأب والأم والأولاد والبنات**

(AC9LA6U04)

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

- Interpret concepts and problems

- Communicate responsively

- Reflect on the relationship between cultures and identities

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 .

- Communicate responsively

- Reflect on the relationship between cultures and identities

- Reflect on the relationship between cultures and identities

- Respond to biases, stereotypes, prejudices and discrimination

- Communicate responsively

- Reflect on the relationship between cultures and identities

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to

maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

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

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### **Analysing**

- Interpret concepts and problems

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

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### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

### **Resources**

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LA6U04

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
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### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LA6U04

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

### **Snapshot – Reflect on the relationship between cultures and identities**

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

## Content description

AC9LA6U04

## Continuum extract

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

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- 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

## Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## Content description

AC9LA6U04

identifying cultural customs and practices that may reflect collective identities of individuals

from different Arabic-speaking nations and regions, for example, 

**XXXXXXXXXX XXXXXX XXXXXX XXXXXX XXXXXXXX XXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXX XXXXXXXXXXXX XX**

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### Snapshot – Reflect on the relationship between cultures and identities

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

## Content description

AC9LA6U04

identifying cultural customs and practices that may reflect collective identities of individuals

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**■■■■■ ■■■■ ■■■■ ■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■ ■■■■■■■■ ■**

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### Snapshot – Reflect on the relationship between cultures and identities

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

## Content description

AC9LA6U04

developing awareness of cultural stereotypes that can lead to generalisations and misconceptions such as associating the Arabic language with the nationality or religion of peoples, for example,

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### Snapshot – Respond to biases, stereotypes, prejudices and discrimination

**Intercultural Understanding: Navigating intercultural contexts: Respond to biases prejudices and discrimination**

## Content description

AC9LA6U04

developing awareness of cultural stereotypes that can lead to generalisations and misconceptions such as associating the Arabic language with the nationality or religion of peoples, for example,

\_\_\_\_\_

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

- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

## Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsively

## Content description

AC9LA6U04

discussing the ways in which they communicate with Arabic speakers such as making appropriate eye contact, allowing for personal space, and respecting older people, parents and teachers, and making comparisons with the ways in which they communicate with English speakers, for example, ■■■■■■

[illegible]

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### Snapshot – Reflect on the relationship between cultures and identities

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

## Content description

AC9LA6U04

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## Continuum extract

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
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## Critical and Creative Thinking: Analysing: Interpret concepts and problems

AC9LA6U04

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

- identify and prioritise significant elements and relationships within a concept or problem
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## Intercultural Understanding: Reflecting on culture and culture

### Content description

AC9LA0004

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## Critical and Creative Thinking: Analysing: Interpret concepts and problems

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### Continuum extract

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- Snapshot – Reflect on the relationship between cultures and identities**

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

## relationship between cultures and identities

## Content description

AC9LA6U04

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
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**Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

reflecting on culturally appropriate ways of offering congratulations, recognition, gratitude and encouragement, or politely declining requests or invitations, for example, ■■■■■ ■■■ ■■■ ■■■■■■■■  
■■■■ ■■■■■■■■■■ ■■■ ■■■■■■■ ■■■ ■■■■■ ■■■■ ■■■ ■■■ ■■■■

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

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

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

#### **Content description**

AC9LA6U04

#### **Continuum extract**

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#### **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9LA6U04

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

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

#### **Content description**

AC9LA6U04

appreciating that Arabic-speaking communities are made up of diverse cultural and linguistic groups that may have different beliefs, religions, customs, cuisines, dress, values and experiences, for example, **the majority of the population in the Middle East are of Arab descent, with a significant minority of Persian, Kurdish, Armenian, Assyrian, Jewish, and other ethnic groups.**

**Arabic is the most widely spoken language in the Middle East, with over 200 million speakers.**

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#### **Snapshot – Reflect on the relationship between cultures and identities**

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

## Content description

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