

**(no-code)**

**with others using to information in familiar about self and personal worlds**

- 

## Elaborations

- [illegible]

Students learn to:

**interact with others using modelled language to exchange information in familiar contexts and personal worlds**

(AC9LA8EC01)

## General capabilities and cross-curriculum priorities

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

## Speaking and listening

- Interacting

## Social management

- Communication

## Elaborations

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

## Social management

- Communication

## Social management

- Communication

## Social management

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Social management**

- Communication

## **Managing and operating**

- Protect content

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Interacting**

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

##### **Content description**

AC9LA8EC01

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

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

- 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
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- poses questions to clarify assumptions made by the speaker
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- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

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

##### **Content description**

## Continuum extract

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

## Personal and Social capability: Social management: Communication

## AC9LA8EC01

## Continuum extract

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## Personal and Social capability: Social management: Communication

## AC9LA8EC01

**■■■■■ ...■ ■■■■■■■■ ...■ ■■■■■■ ■■/ ■■■■■■ ■■ ...■ ■■■■■■ ■■ / ■■■■ ■■ ...■ ■■■■■■■■ ■■ ...■ ■■■■■■■■ ...■ ■■■■■■■■ ■■■■ ■■■■ ■■■■ ...■ ■■ ■■■■■■ ■■ ...■ ■■■■ ■■■■ ...■ ■■■■ ■■■■ ■■**

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

## AC9LA8EC01

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## Personal and Social capability: Social management: Communication

## AC9LA8EC01

...  
 ...  
 ...

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## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC01

asking and responding to questions about a range of topics such as family, cultural background, friends and special occasions, for example, ■■ ■■■■■ ■■■ ■■■■■ ■■■ ■■■■■ / ■■■■■

THE UNITED STATES OF AMERICA  
DOES hereby certify that the foregoing is a true and correct copy of the original as the same appears in the records of the Department of the Interior.

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## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC01

discussing aspects of their lifestyles such as hobbies, sport and activities that may interest

Arabic speakers of their own age, for example, ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████

[illegible]

## Continuum extract

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## Snapshot – Communicate responsively

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

## Content description

AC9LA8EC01

using spontaneous exclamations and interjections when interacting with others at school or in the community to show interest and comprehension and fill pauses, for example, ■■■■ ■■■ ■■■■

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

## Continuum extract

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

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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC01

using spontaneous exclamations and interjections when interacting with others at school or in the community to show interest and comprehension and fill pauses, for example, ■■■■ ■■■ ■■■■■■ ■■ ■■■ ■■■■ ■■■■■ ■■■■■ ■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■■■

## Continuum extract

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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC01

following classroom instructions when starting and finishing class, completing tasks, and engaging in activities, for example, ■■■■ ■■■■■■ / ■■■■■■■■■■ ...■ ■■■■■■ ■■■■ ...■ ■■■■■■ ■■■■ ...■ ■■■■■■ / ■■■■■■ ■■■■ ■■■■■■ ...■ ■■■■■■ ■■■■■■ ...

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## Snapshot – Protect content

## Digital Literacy: Managing and operating: Protect content

## Content description

AC9LA8EC01

## Continuum extract

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

- protect content when sharing by selecting appropriate access controls for individuals and shared links for wider groups
- protect content when sharing by purposefully selecting appropriate access controls for individuals and groups

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC01

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## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC01

engaging in written exchanges with peers such as sharing greeting cards and messages, for example, **■■■■ ■■■■ ■■■■! ■■■■ ■■■■■■■■!**

## Continuum extract

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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

**AC9LA8EC02**

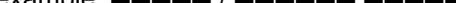
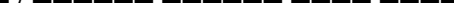
**develop to in , routines, tasks and responsibilities related to classroom and interests**

- 

## Elaborations

- contributing to classroom , expressing opinions about procedures and tasks, giving advice and sharing ideas with peers, and responding respectfully to others' contributions, for example, ■■■■■

[illegible]

- participating in such as games, discussions and role plays, taking turns, praising and encouraging peers, for example,  / 

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- making polite requests when attracting attention and asking for help, requesting , asking for clarification or permission and responding appropriately, or asking how to say something in Arabic, for example, **■ ■ ■■■■■ / ■■■■■■ ■ ■■■■ ...■ ■■■■ ■ ■■■■ ■■■ ■■■■■■■■ ■ ■■■**

- 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")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC02

## Continuum extract

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

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

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC02

contributing to classroom activities, expressing opinions about procedures and tasks, giving advice and sharing ideas with peers, and responding respectfully to others' contributions, for example,

[illegible]

### Continuum extract

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## Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LA8EC02

[illegible][illegible]

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## Snapshot – Communication



## Content description

[illegible]

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## Content description

agreeing, politely disagreeing or declining using appropriate expressions, for example, **■■■■■ ■■ ■■■■■**  
**■■■■ ■■■ ■■■■■■■ ■■ ■■■■■ ■■■ ■■■■■ ■■■■■■■ ■■ ■■■■■■■ ■■ ■■■■**

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[illegible]

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•

- Collaboration

## **Social management**

- Communication
- Collaboration

## **Design**

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

## **Resources**

### **Snapshot – Interacting**

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

##### **Content description**

AC9LA8EC03

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

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

- 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
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- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

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

##### **Content description**

AC9LA8EC03

##### **Continuum extract**

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### **Snapshot – Collaboration**

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

##### **Content description**

AC9LA8EC03

##### **Continuum extract**

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

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

## Personal and Social capability: Social management: Communication

## Personal and Social capability: Social management: Collaboration

## Personal and Social capability: Social management: Communication

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

**THE UNIVERSITY OF CHICAGO**

The following continuum

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

- ## Snapshot – Collaboration

## Personal and Social

**Content description**

## AC9I A8EC03

planning and c

**THE UNIVERSITY OF CHICAGO**

The following continuum

- coordinate contributions of group members, suggesting improvements to ways of working

- ## Snapshot – Communication

## Personal and Social c

### Content description

## AC9I A8EC03

accepting or d

### Continuum extract

The following continuum

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

- ## Snapshot – Collaboration

## Personal and Social

**Content description**

## AC91 A8EC03

accepting or d

### Continuum extract

The following continuum

- coordinate contributions of group members, suggesting improvements to ways of working

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC03

negotiating with others to plan and make decisions, expressing and accepting preferences and ideas, for example, ■■ ■■■■ ■■■■ ■■■■■■■■ ■■ ■■■ ■■■ ■■■■■■■■ ■■■■ ■■ ■■■■■■ ■■■■ ■■

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## Snapshot – Collaboration

## Personal and Social capability: Social management: Collaboration

## Content description

AC9LA8EC03

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### Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC03

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## Personal and Social capability: Social management: Collaboration

## Content description

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### Snapshot – Communication

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

## Content description

AC9LA8EC03

[illegible]

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

- ## Snapshot – Collaboration

## Content description

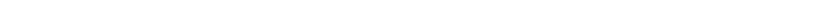
[illegible]

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

- AC9LA8EC04

•

[illegible]

- to and viewing imaginative such as traditional folk tales and fables and sharing opinions or feelings about and events, for example, 

- Students learn to:

# **locate and process information and ideas in familiar spoken, written and multimodal texts and respond in ways appropriate to cultural context, purpose and audience**

(AC9LA8EC04)

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

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

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Reading and viewing**

- Understanding texts

### **Speaking and listening**

- Listening

## **Elaborations**

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

### **Inquiring**

- Identify, process and evaluate information

### **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

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Inquiring**

- Identify, process and evaluate information

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Resources**

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

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

#### **Content description**

AC9LA8EC04

#### **Continuum extract**

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

- 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



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

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9LA8EC04

#### **Learning progression extract**

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

#### **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)

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

#### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

## **Snapshot – Listening**

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

#### **Content description**

AC9LA8EC04

#### **Learning progression extract**

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

- 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
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in

## Snapshot – Identify, process and evaluate information

## Content description

listening to texts such as songs, notices or phone messages, and identifying key points of information, using intonation and keywords to assist understanding, and then creating own text, for example, recording a phone message, ■■■■■■ ■■■■ ■■■■■ ■■■ ■■■■■■ ■■ ■■■■ ■

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

- ## Snapshot – Identify, process and evaluate information

## Content description

## Continuum extract

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

## Snapshot – Identify, process and evaluate information

## Content description

## Continuum extract

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

### Snapshot – Identify, process and evaluate information

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

## Content description

locating and sequencing information used to describe people and events, for example, ■■■■■ ■■■■■

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

- ## Snapshot – Adapt in intercultural exchanges

## AC9LA8EC04

locating and sequencing information used to describe people and events, for example, ■■■■■ ■■■■■

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

- ## Snapshot – Identify, process and evaluate information

## AC9LA8EC04

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

- ## Snapshot – Identify, process and evaluate information

## AC9LA8EC04

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

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

AC9LA8EC04

## Continuum extract

### Snapshot – Adapt in intercultural exchanges

AC9LA8EC04

## Continuum extract

### Snapshot – Identify, process and evaluate information

AC9LA8EC04

## Continuum extract

- evaluate the information selected to determine bias and reliability

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

[illegible]

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

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

predicting words and phrases in non-verbal activities such as charades or mime, for example, **■■ ■■■■ ■■■■ ■■■■■■ ■■■■ ■■ ■■■ ■■■■■■ ■■■■ ■■■■ ■■■■■■**

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

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- translating short excerpts from traditional stories, identifying and expressions that reference cultural , history and , and are difficult to into English
- using a print or digital dictionary, or an online translator, developing personal or lists to assist with and enhance working with unfamiliar
- recognising that some and expressions in Arabic do not have equivalent or expressions in English, and vice versa ■■■■ ■■■■■■ ■■■■■■■■ ■■■■ ■■■■■■
- creating school signs, notices, timetables and class rules in Arabic, and considering why some and expressions require flexibility in , for example, ‘the oval’, ‘the office’, ‘the canteen’, ‘out of bounds’, ‘no hat, no play’
- understanding that the Arabic has a standard form called Al Fusha, ■■■■■■■■ ■■■■■■■■ ■■■■■■ , which is mainly used in , and a range of oral that differ from region to region, for example, regional in Lebanon, Syria, Palestine, Morocco, Iraq, Egypt
- recognising how the spoken at home may differ from Modern Standard Arabic learnt in class, and noticing the of Arabic speakers
- monitoring their use of Arabic and English in different areas of their lives, for example, by keeping a record of when they use each over a particular day or in different
- understanding that particular Australian-English terms and expressions have no equivalent in

Arabic, for example, 'billabong', 'the bush', 'the movies', 'footy' and 'backyard'

Students learn to:

## **develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts**

(AC9LA8EC05)

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

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

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **Elaborations**

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

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Investigating**

- Acquire and collate data

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

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

- Reflect on the relationship between cultures and identities

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Resources**

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

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

#### **Content description**

AC9LA8EC05

#### **Continuum extract**

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

- 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
- apply learning to the challenges and benefits of interacting in a culturally diverse society,

adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9LA8EC05

#### **Learning progression extract**

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

#### **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)

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

#### **Processes**

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



monitoring and connecting relevant elements of the text, to build meaning

- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

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

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

#### **Content description**

AC9LA8EC05

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LA8EC05

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LA8EC05

### **Continuum extract**

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

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

### **Snapshot – Acquire and collate data**

#### **Digital Literacy: Investigating: Acquire and collate data**

##### **Content description**

AC9LA8EC05

### **Continuum extract**

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

- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance
- collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems

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

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

##### **Content description**

AC9LA8EC05

recognising that some words and expressions in Arabic do not have equivalent words or expressions in English, and vice versa ■■■ ■■■■■ ■■■■■■■ ■■■ ■■■■■

### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LA8EC05

recognising that some words and expressions in Arabic do not have equivalent words or expressions in English, and vice versa ■■■ ■■■■■ ■■■■■■■ ■■■ ■■■■■

### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LA8EC05

## **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

#### **Content description**

AC9LA8EC05

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LA8EC05

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LA8EC05

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LA8EC05

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LA8EC05

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LA8EC05

#### **Continuum extract**

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

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

## **AC9LA8EC06**

**spoken, written and , informative and imaginative using of letter position and marks, appropriate vocabulary, expressions, grammatical structures, and some textual**

- 
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#### **Elaborations**

- using handwritten Arabic, with support, to , and learning how to represent Arabic digitally
- making such as greeting cards or invitations for special occasions, considering how to messages in each , for example, **السلامة للجميع**

- recording a commentary for a video or photo slideshow about their daily routine or childhood, for example, **أنا أحب المدرسة وأحب أن أتعلم**

- creating a print or digital poster in Arabic to promote travel to a significant cultural location on a First Nations , including what to see and do

- presenting information in spoken or written form about own and peer's personal worlds, likes and dislikes or leisure , describing experiences and expressing feelings, for example, **أنا أحب أن أتعلم وأحب أن أكون طالباً**

- creating a print or digital class book for younger learners of Arabic, sequencing a series of pictures with captions or creating a storyboard with labels, speech bubbles or subtitles, using familiar and , for example, **أنا أحب أن أتعلم وأحب أن أكون طالباً**

- creating a short brochure, video clip or presentation to support new students coming to the school, introducing aspects of school , achievements, staff, timetable, uniform, available study and extra-curricular options, for example, **أنا أحب أن أتعلم وأحب أن أكون طالباً**

- creating and performing alternative versions or endings of familiar stories, using , and to animate
- preparing a for a real or imagined scenario such as asking for directions, starting high school or at the doctor's surgery and presenting to the class, using props and , for example, ■■■ ■■■■■■■■■■■■ ■■ ■■ ■■■■■■■■ ■■■ ■■■■■■■■
- designing promotional material for special events such as Harmony Week, a specific Arabic country Independence Day, Earth Hour, for example, ■■■■ ■■■ ■■■■■■■■ ■■■■■ ■■■ ■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■■■
- mapping their own or others linguistic and cultural profiles, for example, by creating a timeline or simple biography to highlight elements such as family (s), traditions and , key relationships and experiences

Students learn to:

**create spoken, written and multimodal, informative and imaginative texts using mod of letter position and vowel marks, appropriate vocabulary, expressions, grammatic some textual conventions**

(AC9LA8EC06)

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

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

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Speaking and listening**

- Speaking

#### **Writing**

- Creating texts
- Creating texts

#### **Elaborations**

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

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Country/Place**

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

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

### **Generating**

- Create possibilities

### **Social management**

- Communication

### **Social management**

- Communication

### **Creating and exchanging**

- Create, communicate and collaborate

### **Social management**

- Communication

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

- Reflect on the relationship between cultures and identities

### **Social management**

- Communication

### **Resources**

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

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

##### **Content description**

AC9LA8EC06

##### **Continuum extract**

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

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

### **Snapshot – Speaking**

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

##### **Content description**

AC9LA8EC06

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

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

##### **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")

### **Crafting ideas**

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

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LA8EC06

#### **Learning progression extract**

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

#### **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")

#### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LA8EC06

#### **Learning progression extract**

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

#### **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)

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

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

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

#### **Content description**

AC9LA8EC06

## Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LA8EC06

#### Continuum extract

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


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

## Snapshot – Adapt in intercultural exchanges

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

#### Content description

AC9LA8EC06

making bilingual texts such as greeting cards or invitations for special occasions, considering how to convey messages in each language, for example, 



#### Continuum extract

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


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

## Snapshot – Communication

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

#### Content description

AC9LA8EC06

making bilingual texts such as greeting cards or invitations for special occasions, considering how to convey messages in each language, for example, 



#### Continuum extract

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


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

## Snapshot – Create, communicate and collaborate

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

#### Content description

AC9LA8EC06

recording a commentary for a video or photo slideshow about their daily routine or childhood, for example, 



## Continuum extract

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

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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC06

recording a commentary for a video or photo slideshow about their daily routine or childhood, for example, ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■ ■

## Continuum extract

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

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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EC06

presenting information in spoken or written form about own and peer's personal worlds, likes and dislikes or leisure activities, describing experiences and expressing feelings, for example, ■■■■

## Continuum extract

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

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

## Snapshot – Create, communicate and collaborate

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

## Content description

AC9LA8EC06

creating a print or digital class book for younger learners of Arabic, sequencing a series of pictures with captions or creating a storyboard with labels, speech bubbles or subtitles, using familiar words and modelled language, for example, **أنا أحب الفواكه** **أنا أحب الفواكه** **أنا أحب الفواكه** **أنا أحب الفواكه**

## Continuum extract

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

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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## **Content description**

AC9LA8EC06

creating a print or digital class book for younger learners of Arabic, sequencing a series of pictures with captions or creating a storyboard with labels, speech bubbles or subtitles, using familiar words and modelled language, for example, **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب**...

## **Continuum extract**

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

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

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

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

## **Content description**

AC9LA8EC06

creating a short brochure, video clip or presentation to support new students coming to the school, introducing aspects of school culture, achievements, staff, timetable, uniform, available study and extra-curricular options, for example, **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب**

## **Continuum extract**

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

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

## **Snapshot – Communication**

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

## **Content description**

AC9LA8EC06

creating a short brochure, video clip or presentation to support new students coming to the school, introducing aspects of school culture, achievements, staff, timetable, uniform, available study and extra-curricular options, for example, **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب** **الكتاب**

## **Continuum extract**

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

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

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

## **Content description**

AC9LA8EC06

## **Continuum extract**

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

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

## **Snapshot – Communication**

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

## AC9LA8EC06

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

- ## Snapshot – Communication

## AC9LA8EC06

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

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

- ## Snapshot – Create, communicate and collaborate

## AC9LA8EC06

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

- ## Snapshot – Communication

## AC9LA8EC06

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

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

## Content description

AC9LA8EC06

### Continuum extract

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

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

### Snapshot – Communication

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

### Content description

AC9LA8EC06

### Continuum extract

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

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

### AC9LA8EU01

**recognise and use features of the Arabic sound system, including , , , and , and demonstrate understanding of how these are represented in familiar**

- 
- 

### Elaborations

- recognising and pronouncing the 28 sounds of the Arabic sound system
- noticing and practising different mouth and tongue positions to reproduce sounds such as the 4 emphatic , articulated with the tongue in a high position
- recognising that letters are joined in different ways to make , for example, ■■■■ ■■■■ ■■■■ ■■■■ ■■■■
- discriminating between short , for example, ■■ ■ ■■ ■■ such as ■■ ■■ ■■ and letters in a
- recognising the different ways of sounding ■ ■ ■ , for example, ■■/ ■■■■■ ■■■■/ ■■■■
- recognising the double sound and with shadda ■■■■■■■■ ■■■■■■■■ ■■■■■■
- noticing that vocalisation such as harakat may change the function of the depending on where it is placed, for example, ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■
- reciting tongue twisters to practise ■■■ ■■■■ ■■ ■■ ■■■■
- understanding how and are used to change the meaning of speech, and how the of such as to command or invite, would change the emphasis on being used, for example, !■■■■ ■■■■■! ■■■■■ ■■ ■■■■ ■■ ■■■■■ ■■ ■■■■■■■■ ■■■■■■■■ ■■ ■■ ■■■■■■■■ ■■■■
- understanding that the sounds of the letters depend on the of the in Arabic, and the need to memorise the of the sun and moon letters
- identifying Arabic sounds that do not exist in spoken English, for example, ■ and ■, and articulating reasons why some Arabic sounds may be hard for English speakers to vocalise, such as the rolled r and kh sound

Students learn to:

**recognise and use features of the Arabic sound system, including pitch, rhythm, str pronunciation and intonation, and demonstrate understanding of how these are rep contexts**

(AC9LA8EU01)

### General capabilities and cross-curriculum priorities

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

### Speaking and listening

- Speaking

## **Social management**

- Communication

## **Elaborations**

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

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

## **Snapshot – Speaking**

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

#### **Content description**

AC9LA8EU01

#### **Learning progression extract**

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

#### **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")

### **Crafting ideas**

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LA8EU01

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LA8EU01

##### **Continuum extract**

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### **Snapshot – Communication**

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

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AC9LA8EU01

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LA8EU01

recognising that letters are joined in different ways to make words, for example, ■■■■ ■■■■ ■■■■ ■■■■ ■■

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LA8EU01

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LA8EU01

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LA8EU01

recognising the double sound and consonants with shadda ■■■■■■■■ ■■■■■■ ■■■■■■

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LA8EU01

noticing that vocalisation such as harakat may change the function of the word depending on where it

is placed, for example, ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LA8EU01

reciting tongue twisters to practise pronunciation ■■■ ■■■■ ■■■ ■■■ ■■■■

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LA8EU01

understanding how intonation and tone are used to change the meaning of speech, and how the purpose of interactions such as to command or invite, would change the emphasis on words being used, for example, !■■■■ ■■■■■! ■■■■■ ■■ ■■■■ ■■ ■■■■■■ ■■■ ■■■■■■■■ ■■■■■■■■ ■■■ ■■■ ■■■■■■■■

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LA8EU01

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LA8EU01

identifying Arabic sounds that do not exist in spoken English, for example, ■ and ■, and articulating reasons why some Arabic sounds may be hard for English speakers to vocalise, such as the rolled r and kh sound

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LA8EU01

identifying Arabic sounds that do not exist in spoken English, for example, ■ and ■, and articulating reasons why some Arabic sounds may be hard for English speakers to vocalise, such as the rolled r and kh sound

#### **Continuum extract**

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

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

## **Resource – Arabic language resource**

### **Arabic**

#### **Language support resource**

The Arabic Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Arabic. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Arabic for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

## **AC9LA8EU02**

**develop knowledge of the Arabic alphabet, and use structures and features of Arabic letter positions, marks, and grammatical systems, to understand and spoken, written and**

•

- ## Social management

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

- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### **Sentence level**

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

### **Whole text level**

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

### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

### **Group and word level**

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

### **Sentence level**

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

### **Whole text level**

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LA8EU02

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

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

## **Snapshot – Communication**

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

## Content description

AC9LA8EU02

recognising the shape of laam alif and comparing the different ways to write the letter ل, for example, ل ل ل ل ل ل ل

## Continuum extract

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

- apply skills to address factors that influence verbal and non-verbal communication
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## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EU02

comparing the different ways of writing hamza ■■ ■■ ■■ and recognising definite, hamza wasel and indefinite articles with the moon and sun letters, for example, ■■■■■■■■ / ■■■■■■■■ ■■■■■■ / ■■■■■■■■ ■■■■■■ / ■■■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■

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## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EU02

using definite and indefinite articles to identify grammatical endings such as ■■■■■ ■ ■ ■ and placing emphasis on the tanween Al-Fatih “■■■■■ ■■■■■ ■■ ” ■■■■■■■ ■■■■■■■ ■■ ■■■■■

## Continuum extract

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

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

## Content description

AC9LA8EU02

recognising masculine and feminine words, and “■■■■■ ■■■■■■■■■■” with feminine words ■■■■■■ ■■■■■■■■■■  
■■■■■■■ / ■■■■■■ ■■■■■■ ■■■■■■

## Continuum extract

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

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communication

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

## Content description

AC9LA8EU02

using sound masculine plural, feminine plural and plural pronouns ■■■■■ ■■■■■ ■■■ ■■■■ ■■■ ■■  
■■■■■■■■ ■■■ ■■■■■■■■■ ■■■■ ■■■■■■■■■

## Continuum extract

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

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EU02

understanding gender agreement in singular feminine and masculine form adjectives, for example, ■■■■

[illegible]

## Continuum extract

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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EU02

using singular and possessive pronouns with non-verbal sentences such as ■■■■ ■■■■■ ■■■■■ ■■■ ■■ ■■

[illegible]

## Continuum extract

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

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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EU02

using prepositions such as **in** **on** **at** **by** **from** **to** **of** **with** **without** **under** **above** **between** **among**

**XXXXXXXXXX XXX XXX XXX XXXXXXXXXXXXXXXX XXXXXX XX XXXXXXXXXXX**

## Continuum extract

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

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

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LA8EU02

forming questions using interrogatives such as ■■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■ ■■■ ■■■■ ■■■/■■■■■ ■

THE UNITED STATES OF AMERICA  
DOES hereby certify that the foregoing is a true and correct copy of the original as the same appears in the records of the Department of the Interior.

### Continuum extract

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

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





## Personal and Social capability: Social management: Communication

### Content description

AC9LA8EU02

counting and writing the numbers 1–100, and using ordinal and cardinal numbers from 1-10, for example, ■■■■■ ■■■■■ / ■■■■ ■■■■■ ■■■ ■■■■■ ■■■■■■■ ■■■ ■■■■ ■■■■

### Continuum extract

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

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

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LA8EU02

using simple linking words and expressions, 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
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LA8EU02

using word order and sentence structures with verbal and nominal sentences, for example, ■■■■ ■■■■ ■■■■■ ■■ ■■■■ ■■■■■ ■■■■

### Continuum extract

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

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

### AC9LA8EU03

### compare Arabic and features with English, using familiar

- 
- 

### Elaborations

- understanding that Arabic are written and read from right to left, using a cursive
- recognising that Arabic has borrowed from English, for example, ■■■■■■■ ■■■■■■■■■ ■■■■■■ , and English has borrowed from Arabic, such as 'admiral', 'alcohol', 'algebra', 'coffee', 'genie', 'hazard' and 'sultan'
- comparing common in Arabic and English, observing similar patterns and features, for example, the opening and the signature of an email or traditional story or
- analysing how different types of in Arabic specific effects through the use of different , for example, the use of superlatives in advertisements designed to persuade, or the use of for emphasis in speeches and compare with similar in English
- recognising that there is no distinction between lower and upper in Arabic, and the rules on the use of punctuation are less strict compared with English
- identifying similarities and differences in order and , for example English + +object and Arabic + +object
- noticing specific differences in Arabic structure, including the absence of in nominal , such as 'to be' ■■■■■ ■■■■■ ■■■■■■■ ■■■■■■

- building to describe grammatical concepts by developing learning resources, for example, charts, vocabulary lists, and groups of , or ■■■■ ■■■■■ ■■■ ■■■■ ■■■■■■

Students learn to:

**compare Arabic language structures and features with English, using familiar metal**

(AC9LA8EU03)

### **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 .

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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- Communicate responsively

#### **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**

AC9LA8EU03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LA8EU03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LA8EU03

#### **Continuum extract**

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

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

#### **Content description**

AC9LA8EU03

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

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

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AC9LA8EU03

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

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

### **Content description**

AC9LA8EU03

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### **Snapshot – Communicate responsively**

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

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AC9LA8EU03

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### **Snapshot – Communicate responsively**

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

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AC9LA8EU03

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

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

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AC9LA8EU03

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LA8EU03

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

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

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AC9LA8EU03

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

### **Content description**

AC9LA8EU03

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

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

### **Content description**

AC9LA8EU03

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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**

### **Content description**

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LA8EU03

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## AC9LA8EU04

**recognise how is shaped by (s), (s), , and**

- 
- 

### Elaborations

- exploring the meaning of ' , and understanding that it involves visible elements, such as ways of eating and behaving, and invisible aspects such as how people live, what they value and how they think of themselves and others
- discussing how reflects cultural concepts and , for example, the importance of seeking agreement and compromise as reflected in the way Arabic people express disagreement ■■■■■■ ■■ ■■■■■■■■ ■■■ ■■ ■■■■ ■■■■
- identifying cultural practices that are important when in Arabic, for example, using the correct personal to older people ■■■■/■■■■, shaking or not shaking hands depending on gender, and the number of kisses on the cheek, for example, ■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■
- examining, in Arabic or English, how First Nations Australians' have strong connections to and how these can be compared with variation across Arabic-speaking communities
- explaining and facial expressions that can be used without to meaning such as in greetings, for example, shaking hands, or hand to the heart, kissing 3 times on the cheeks
- connecting the history of Arab migration to Australia with the formation of communities of speakers of Arabic who identify as Arab-Australian and noticing variation and the influence of English, for example, ■■■■■■■■ ■■■■■■■■ ■■■■■■■■
- recognising and explaining to others the significance of some common cultural practices and customs in Arabic-speaking societies, such as traditional hospitality and exchanging well wishes, for example, ■■■■ ■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■ ■■■■
- exploring the importance of music and traditional dance in some Arabic , as an expression of and emotions, for example, ■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■■ ■■■■■■■■■■
- researching Arabic-speaking communities of the world, and how cultural , traditions and may vary between countries, regions and communities
- examining their own personal and community practices, and to identify connections with Arabic heritage, and , for example, customs, festivals, cooking, history, sports clubs, associations
- participating in cultural experiences such as Arabic film festivals, attending Arabic restaurants and , or wearing traditional clothing, and reflecting on cultural similarities and differences in own , practices and behaviours

Students learn to:

**recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and va**

(AC9LA8EU04)

### General capabilities and cross-curriculum priorities

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

#### Engaging with cultural and linguistic diversity

- Develop multiple perspectives

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

#### Social awareness

- Empathy

### Elaborations

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



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

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

### **Social awareness**

- Empathy

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

- Develop multiple perspectives

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

- Explore the influence of cultures on interactions

### **Social awareness**

- Empathy

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

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

- Explore the influence of cultures on interactions

### **Country/Place**

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

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

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

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

- Reflect on the relationship between cultures and identities

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

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

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

- Reflect on the relationship between cultures and identities

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

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

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

- Develop multiple perspectives

### **Social awareness**

- Empathy

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

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

### **Social awareness**

- Empathy

### **Resources**

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

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

### **Content description**

AC9LA8EU04

## **Continuum extract**

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

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

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

#### **Content description**

AC9LA8EU04

#### **Continuum extract**

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

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

## **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9LA8EU04

#### **Continuum extract**

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

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9LA8EU04

#### **Continuum extract**

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

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

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

#### **Content description**

AC9LA8EU04

#### **Continuum extract**

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

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

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9LA8EU04

##### **Continuum extract**

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

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

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

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

##### **Content description**

AC9LA8EU04

discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Arabic people express disagreement ■■■■■■ ■■ ■■■■■■ ■■ ■■ ■■■■ ■■ ■■

##### **Continuum extract**

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

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

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

##### **Content description**

AC9LA8EU04

discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Arabic people express disagreement ■■■■■■ ■■ ■■■■■■ ■■ ■■ ■■■■ ■■ ■■

##### **Continuum extract**

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

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

## Content description

AC9LA8EU04

discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Arabic people express disagreement ■■■■■■ ■■ ■■■■■■ ■■ ■■ ■■■■ ■■■■

## Continuum extract

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

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## Snapshot – Develop multiple perspectives

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

## Content description

AC9LA8EU04

identifying cultural practices that are important when interacting in Arabic, for example, using the correct personal pronouns to address older people ■■■■/■■■■, shaking or not shaking hands depending on gender, and the number of kisses on the cheek, for example, ■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■

## Continuum extract

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

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

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

## Content description

AC9LA8EU04

identifying cultural practices that are important when interacting in Arabic, for example, using the correct personal pronouns to address older people ■■■■/■■■■, shaking or not shaking hands depending on gender, and the number of kisses on the cheek, for example, ■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■

## Continuum extract

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

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

## Snapshot – Explore the influence of cultures on interactions

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

## Content description

AC9LA8EU04

identifying cultural practices that are important when interacting in Arabic, for example, using the correct personal pronouns to address older people ■■■■/■■■■, shaking or not shaking hands depending on gender, and the number of kisses on the cheek, for example, ■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■

## Continuum extract

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

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

## Snapshot – Develop multiple perspectives

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

#### Content description

AC9LA8EU04

#### Continuum extract

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
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- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

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

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

#### Content description

AC9LA8EU04

#### 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

AC9LA8EU04

connecting the history of Arab migration to Australia with the formation of communities of speakers of Arabic who identify as Arab-Australian and noticing language variation and the influence of English, for example, **Arabic** **English** **Arabic**

#### Continuum extract

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## Snapshot – Develop multiple perspectives

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

## perspectives

## Content description

AC9LA8EU04

recognising and explaining to others the significance of some common cultural practices and customs in Arabic-speaking societies, such as traditional hospitality and exchanging well wishes, for example, ■■■■ ■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■ ■■■■

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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

AC9LA8EU04

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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

AC9LA8EU04

exploring the importance of music and traditional dance in some Arabic cultures, as an expression of identity and emotions, for example, ■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■

## Continuum extract

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## Snapshot – Develop multiple perspectives

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Develo

## Content description

AC9LA8EU04

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- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
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- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

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

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

### **Content description**

AC9LA8EU04

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
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### **Snapshot – Develop multiple perspectives**

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

### **Content description**

AC9LA8EU04

### **Continuum extract**

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- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
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### **Snapshot – Empathy**

## **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9LA8EU04

### **Continuum extract**

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

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

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

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

### **Content description**

AC9LA8EU04

### **Continuum extract**

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others,

when discussing unfamiliar topics

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

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

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

### **Content description**

AC9LA8EU04

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

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

### **Snapshot – Empathy**

## **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9LA8EU04

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