

(no-code)

recognise and respond to classroom-related greetings, instructions and routines, and personal introductions

-

Elaborations

- greeting and farewelling others at school and/or in the community, using appropriate expressions

and, for example, $\frac{1}{2} \frac{d}{dt} \int_{\mathbb{R}^n} |u|^2 dx = \int_{\mathbb{R}^n} u \Delta u dx = - \int_{\mathbb{R}^n} |\nabla u|^2 dx$

- responding to and following classroom instructions, such as during roll call, when distributing

[illegible]

- seeking permission and responding appropriately, or asking to borrow items and expressing simple

possession, for example, ■■ ■■■■■ ■■ ■■■■■■ ■■■■ ■■ ■■■■ ■■■ ■■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■
■■■■■

- using Arabic for everyday such as thanking, apologising and for special occasions, for example,

[illegible]

- introducing themselves and answering simple , using expressions such as ■■■■■■■■ ■■■■ ■■■■■■ ■■■■

[illegible]

- asking and responding to about likes and dislikes, using simple such as      

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

- sharing simple information about the school or home environment such as

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

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- developing non-verbal and spoken skills, and some spontaneous , through such a charades, roll the

ball, musical statues, guessing games, Simon Says, for example, ■■■■ ■■■■■! ■■■■■! ■■■■ ■■■ ■■■ ■■ ■■■■

- exchanging simple correspondence (greeting cards, notes, etc.) for celebrations and cultural

events, using , for example, ■■■■ ■■ ■■■ ■■■■ ■■■■

Students learn to:

recognise and respond to modelled classroom-related greetings, instructions and personal introductions

(AC9LA2C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

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Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LA2C01

Continuum extract

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

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LA2C01

Learning progression extract

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")

- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communicate responsively

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

Content description

AC9LA2C01

greeting and farewelling others at school and/or in the community, using appropriate expressions and body language, for example, **greet others using appropriate expressions and body language**

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C01

greeting and farewelling others at school and/or in the community, using appropriate expressions and body language, for example, **greet others using appropriate expressions and body language**

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LA2C01

responding to and following classroom instructions, such as during roll call, when distributing work, preparing for activities or packing up, for example, **respond to and follow classroom instructions**

Continuum extract

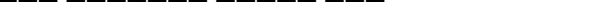
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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

AC9LA2C01

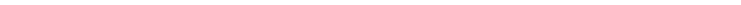
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Personal and Social capability: Social management: Communication

AC9LA2C01

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

AC9LA2C01

using formulaic Arabic phrases for everyday interactions such as thanking, apologising and for special occasions, for example, **شكرا جزيلا** **شكرا** **مبارك** **مبارك** **مبارك**

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

- notice the use of different languages they, their family or community members use to communicate
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Personal and Social capability: Social management: Communication

Content description

AC9LA2C01

using formulaic Arabic phrases for everyday interactions such as thanking, apologising and for special occasions, for example, **شكرا جزيلا** **عذرا** **معتذر** **معتذرة** **معتذرة**

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LA2C01

introducing themselves and answering simple questions, using formulaic expressions such as **أنا من**

البحرين **أنا من** **البحرين** **أنا من** **البحرين** **أنا من** **البحرين**. **أنا من** **البحرين** **أنا من** **البحرين** **أنا من** **البحرين** **أنا من** **البحرين** **أنا من** **البحرين**

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C01

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- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LA2C01

asking and responding to questions about likes and dislikes, using simple language such as **أنا أحب**

البحرين **أنا أحب** **البحرين** **أنا أحب** **البحرين** **أنا أحب** **البحرين** **أنا أحب** **البحرين** **أنا أحب** **البحرين**

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C01

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- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LA2C01

sharing simple information about the school or home environment such as ■■■■■■ ■■■■■■ ■■■ ■■■■■ ■■■■
■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■ ■■■
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C01

sharing simple information about the school or home environment such as [REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED].

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- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LA2C01

developing non-verbal and spoken communication skills, and some spontaneous language, through activities such as charades, roll the ball, musical statues, guessing games, Simon Says, for example, **■■■■■ ■■■■■■! ■■■■■■! ■■■■■ ■■■■ ■■■■ ■■■■ ■■■■**

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C01

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Snapshot – Communicate responsively

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

Content description

AC9LA2C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C01

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
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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

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.

•

[illegible]

- Communicate responsively

Social management

- Communication

Social management

- Communication
- Collaboration

Creating and exchanging

- Plan

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LA2C02

Learning progression extract

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C02

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

AC9LA2C02

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

- AC9LA2C02

■■■■■ ■■■■■■■■■ ■■■■ ■■■■■■ ■■■■■■■■■

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

- AC9LA2C02

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

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

- AC9LA2C02

using some spoken modelled phrases and exclamations, and non-verbal cues such as pointing, clapping, hand gestures, to aid comprehension, for example, ■■■■ ■ ■■■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■

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- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Personal and Social capability: Social management: Communication

Content description


using Arabic for versions of games that involve movement, such as Fruit Salad, Simon Says, All over Red Rover, What's The Time Mr Wolf, and following directions and commands, for example, 

Continuum extract

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Personal and Social capability: Social management: Collaboration

Content description





using Arabic for versions of games that involve movement, such as Fruit Salad, Simon Says, All over Red Rover, What's The Time Mr Wolf, and following directions and commands, for example, 

Continuum extract

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Digital Literacy: Creating and exchanging: Plan

Content description





engaging in a range of secure online games or using digital tools and applications (matching pairs, filling in gaps, dragging and dropping, playing memory games and bingo, etc.), to reinforce vocabulary using visual/spoken cues and formulaic expressions, for example,    

Continuum extract

- use simple digital tools to contribute to a basic plan to complete a task
- use familiar digital tools to develop and follow a basic plan to complete a task

Personal and Social capability: Social management: Communication

Content description









engaging in a range of secure online games or using digital tools and applications (matching pairs, filling in gaps, dragging and dropping, playing memory games and bingo, etc.), to reinforce vocabulary using visual/spoken cues and formulaic expressions, for example,    

Continuum extract

- develop positive communication skills by initiating, joining or contributing to conversations

- ## Snapshot – Collaboration

Content description

engaging in a range of secure online games or using digital tools and applications (matching pairs, filling in gaps, dragging and dropping, playing memory games and bingo, etc.), to reinforce vocabulary using visual/spoken cues and formulaic expressions, for example,        

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Content description

contributing to class activities or projects, for example, making a birthday calendar, weather chart
or class pet care roster, using familiar vocabulary such as **¿cómo estás?**, **qué hora es?**, **cuántos años tienes?**
¿dónde vives?, ... **y tú qué haces los fines de semana?** **Tú eres muy trabajador/a.**

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Content description

[illegible]

- engage with others and participate in group play, tasks and activities
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Content description

[illegible]

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA2C02

[illegible]

Continuum extract

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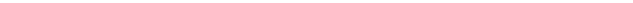

- engage with others and participate in group play, tasks and activities
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C02

describing familiar objects and people, using pictures and concrete materials through oral activities and games such as show and tell, for example, 


Continuum extract

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

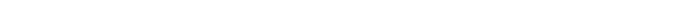
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA2C02

describing familiar objects and people, using pictures and concrete materials through oral activities and games such as show and tell, for example, 

Continuum extract

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


- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

AC9LA2C03

locate, with support, key information in familiar , and respond using , images, and

-

Elaborations

- to, or viewing a and sequencing the events and ideas, using storyboards, drawing pictures or cutting and pasting pictures or in corresponding order
- using , facial expressions, images, and contextual to assist understanding intended meaning, for example, 
- identifying letters, numbers, and in written Arabic (titles, labels, captions, etc.), by labelling, matching, clicking and dragging, miming and using actions
- recognising that and are integral to communicating in for First Nations Australians, and showing examples of how they are also integral to communicating in Arabic and the (s) they may speak at home
- collecting information from visual, written or and categorising the findings, for example, lists of favourite colours, animals or toys
- using contextual while or viewing, for example, using video and other visual prompts to reinforce and , and responding using key , or

- ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED EXCEPT WHERE SHOWN OTHERWISE**

- Students learn to:
- locate, with support, key information in familiar texts, and respond using gestures.**

locate, with support, key information in familiar texts, and respond using gestures, and formulaic phrases

General capabilities and cross-curriculum priorities

Inquiring

- ## Reading and viewing

- ## Speaking and listening

- ## Elaborations

Inquiring

- ## Inquiring

- ## Inquiring

- ## Inquiring

- Country/Place

- ## Inquiring

- ## Inquiring

- ## Inquiring

- ## Inquiring

- ## Inquiring

- ## Resources

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

AC9LA2C03

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LA2C03

Learning progression extract

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

Comprehension

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LA2C03

Learning progression extract

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

- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)

- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA2C03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA2C03

using gestures, facial expressions, images, and contextual cues to assist understanding intended meaning, for example, ■■■ ■■■■/■■ ■■ ■■■■/■■ ■■ ■■■■/ ■■ ■■■■ ■■ ■■■■/■■ ■■■■

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA2C03

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and digital sources

- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA2C03

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Snapshot – Identify, process and evaluate information

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

Content description

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LA2C03

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- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA2C03

sorting and categorising information in graphic representations, such as tables and diagrams, including details about colour, quantity and place relating to people and objects, for example, ■■

- translating when necessary to help others understand simple instructions, or expressions such as

- noticing that some common Arabic and expressions may be difficult to explain in English, for example, **الوقت** **الوقت** **الوقت** **الوقت** **الوقت** **الوقت**

**• engaging in different Arabic cultural practices, events or traditional held at different times of
the year, using related vocabulary, greetings and expressions such as**

notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines

General capabilities and cross-curriculum priorities

Navigating intercultural contexts

Reading and viewing

Elaborations

Navigating intercultural contexts

Navigating intercultural contexts

Analysing

Navigating intercultural contexts

Analysing

Navigating intercultural contexts

Navigating intercultural contexts

Navigating intercultural contexts

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

Content description

AC9LA2C04

Continuum extract

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

- identify how people show respect in intercultural exchanges

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LA2C04

Learning progression extract

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

Comprehension

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text

- ## Processes

- ## Vocabulary

- ### Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

Content description

noticing the use of titles to address teachers and older people, and first names or surnames with adults, to show respect, for example, ■■■■■ ...■ ■■ ...■ ■■■■ ... ■■■■... ■ ■■■■

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

- ### Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

Content description

Continuum extract

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

translating when necessary to help others understand simple instructions, words or expressions such as ■■■ ■■■■ ■■■■ ■■■■■■■■ ■ ■■ ■■■■ ■■■■ ■■■■■ ■ ■■■ ■■■ ■■■■■■.

Continuum extract

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

translating when necessary to help others understand simple instructions, words or expressions such as ■■■ ■■■■■ ■■■■■ ■■■■■■ ■ ■■■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■ ■■■■■■.

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Critical and Creative Thinking: Analysing: Interpret concepts and problems

noticing that some common Arabic words and expressions may be difficult to explain in English, for example, **السلامة** **السلامة** **السلامة** **السلامة** **السلامة** **السلامة** **السلامة**

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

noticing that some common Arabic words and expressions may be difficult to explain in English, for example, **مكتبة** **مكتبة** **مكتبة** **مكتبة** **مكتبة** **مكتبة** **مكتبة**

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

identifying culturally appropriate ways of communicating and acting in familiar contexts and incorporating these into their own interactions, for example, to show politeness and respect such as

[illegible]

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and

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

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

engaging in different Arabic cultural practices, events or traditional activities held at different times of the year, using related vocabulary, greetings and expressions such as

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

•

- recognising the different shapes of letters and connecting them to simple and , for example, ■ ■
■■■ ■ ■■■ ■ ■ ■■■ ■■ ■■ ■■■ ■■■ ■ ■■■ ■■ ■■■■ ■■■■ ■■■
- using familiar vocabulary and structures to informative (spoken or written descriptions, class book, family tree, dialogue, etc.) about self, family, friends and possessions, for example, ■+ ■ =
■■ ■ ■+ ■= ■■ ■ ■ + ■ + ■ = ■■■ ■■■ ■■■ ■ ■■■ ■■■.
- creating simple about a familiar story such as Aladdin, Sinbad, or Ali Baba, for example, ■■■■ ■■■■
■■■■■ ■ ■■■■■■■■ ■■■■
- matching captions/labels to images of First Nations locations in their local area or elsewhere in Australia
- creating short , such as simple , to label and describe personal possessions or objects in the classroom, for example, ■■■■■■ ■■■■■ ■■■■■■■ ■■ ■■■■■ ■■■ ■■■■■ ■■ ■■■■ ■■■■■
- or simple on each finger of their hand outline traced on paper, for example, to describe themselves and their likes and dislikes, and reflecting on their ‘hand’ at the end of the year to see improvements in or changes in appearance or preferences, for example, ■■■ ■■■■ ■■ ■■■ ■■■■■■ ■■■
■■■■■■ ■■■ ■■■■ ■■■■ ■■■■■ ■■■■■■
- creating a puppet play or based on an experience or aspect of a story, song, poem or cartoon, for example, ■■■■■■■ ■■ ■■■■■■ ■■ ■■■■■ ■■■■■ ■■■■ ■■■■■■ ■■ ■■■■ ■■ ■■■■ ■■ ■■
- creating and presenting a class big book and/or in digital form, based on familiar topics or imagined scenarios, using , for example, ... ■■■ ■■ ■■■■■ ■■■■ ■■■■■ ■■■■ ■■■■■ ■■■■■■■ ■■■ ■■■■
■■■■■
- making greeting cards in print or digital form for family celebrations, such as Mother’s Day or other special occasions, using greetings and simple expressions in Arabic and English, for example, ■■■ ■■ ■■■■■ ■■■ ■■ ■■■■■ ■■■ ■■■■■ ■■■■■ ■■■ ■■■■■■
- labelling photos in both Arabic and English for a display of a class event or experience such as a sports day or school concert ■■■■■ ■■■■■ ■■■■■■■■ ■■ ■■■■■■■■

with support, connect letters and use vowel marks to form words, and use familiar p

modelled language to create spoken, written and multimodal texts

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

Writing

- Creating texts

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

Analysing

- Interpret concepts and problems

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.

Analysing

- Interpret concepts and problems

Social management

- Communication

Self-awareness

- Reflective practice

Social management

- Communication

Social management

- Communication

- Collaboration

Social management

- Communication

- Collaboration

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LA2C05

Learning progression extract

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

Crafting ideas

- writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
- explains the purpose and audience of familiar imaginative and informative texts
- creates short texts in different forms such as a simple recount
- combines visuals with written text where appropriate
- reads back own writing word by word
- talks about own text and describes subject matter and images

Text forms and features

- writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
- writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
- writes from left to right using spaces between attempted words
- uses basic noun groups/phrases (e.g. "my house") (see Grammar)
- uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

- writes simple familiar words (e.g. "saw", "food", "they")
- includes some learning area vocabulary in own texts (e.g. "season")
- uses taught high-frequency words

Crafting ideas

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

- uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
- uses words in own writing adopted from other writers
- uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LA2C05

Learning progression extract

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

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA2C05

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA2C05

creating short texts, such as simple sentences, to label and describe personal possessions or objects in the classroom, for example, ■■■■■■ ■■■■■■ ■■■■■■■■ ■■■ ■■■■■■ ■■■■■

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C05

creating short texts, such as simple sentences, to label and describe personal possessions or objects in the classroom, for example, ■■■■■■ ■■■■■■ ■■■■■■■■ ■■■ ■■■■■■ ■■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9LA2C05

writing words or simple phrases on each finger of their hand outline traced on paper, for example, to describe themselves and their likes and dislikes, and reflecting on their 'hand' at the end of the year to see improvements in writing or changes in appearance or preferences, for example, ■■■■

9 1 9 9 11 1
 ■■■■ ■■ ■■■ ■■■■■■ ■■■ ■■■■■■ ■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■■■

Continuum extract

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

- identify how their choices affect the development of personal abilities and achievements
- describe what they have discovered about themselves by engaging with feedback
- build on personal abilities and achievements using feedback and self-assessment

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C05

writing words or simple phrases on each finger of their hand outline traced on paper, for example, to describe themselves and their likes and dislikes, and reflecting on their 'hand' at the end of the year to see improvements in writing or changes in appearance or preferences, for example. ■■■■

9 1 9 9 11 1
 ■■■■■ ■■ ■■■■ ■■■■■■■ ■■■ ■■■■■■■ ■■■■■ ■■■■■ ■■■■■■■ ■■■■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C05

creating a puppet play or performance based on an experience or aspect of a story, song, poem or cartoon, for example, ■■■■■■■■ ■■■ ■■■■■■■■ ■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■ ■■■■■ ■■■ ■■■■■■■■ ■■■■■■■■

■■■■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA2C05

creating a puppet play or performance based on an experience or aspect of a story, song, poem or cartoon, for example, ■■■■■■■■ ■■■ ■■■■■■■■ ■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■ ■■■■■ ■■■ ■■■■■■■■ ■■■■■■■■

■■■■■■■

Continuum extract

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C05

creating and presenting a class big book and/or texts in digital form, based on familiar topics or imagined scenarios, using modelled language, for example, ... ■■■ ■■ ■■■■■ ■■■■ ■■■■■ ■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■ ■■■■ ■■■■■■

■■■■■■■■ ■■■ ■■■■ ■■■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA2C05

creating and presenting a class big book and/or texts in digital form, based on familiar topics or imagined scenarios, using modelled language, for example, ... ■■■ ■■ ■■■■■ ■■■■ ■■■■■ ■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■ ■■■■ ■■■■■■

■■■■■■■■ ■■■ ■■■■ ■■■■■■

Continuum extract

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C05

making bilingual greeting cards in print or digital form for family celebrations, such as Mother's Day or other special occasions, using greetings and simple expressions in Arabic and English, for example, **أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك**

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2C05

labelling photos in both Arabic and English for a display of a class event or experience such as a sports day or school concert **أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك**

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

AC9LA2U01

recognise and the sounds and of Arabic

-
-

Elaborations

- mimicking the 28 letter sounds of the alphabet and the 3 short and
- observing the mouth and tongue position when forming sounds such as **أهلاً بك أهلاً بك أهلاً بك**
- playing with sounds such as , for example, animal noises, **أهلاً بك أهلاً بك أهلاً بك**
- putting 2 fingers on the throat to help produce the sound of letters **أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك**
- repeating the names of letters and reproducing their sounds with the short 'a' 'fat-aa **أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك**', for example, **أهلاً بك – أهلاً بك أهلاً بك – أهلاً بك أهلاً بك – أهلاً بك**
- to a sound and circling the corresponding Arabic letter in a range of games such as snap, matching cards or 'sound bingo'
- developing , phrasing and skills by singing, reciting and repeating frequently used and , noticing that statements and have different , for example, **أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك أهلاً بك**

Students learn to:

recognise and imitate the sounds and rhythms of Arabic

(AC9LA2U01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LA2U01

Continuum extract

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

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

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LA2U01

Learning progression extract

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

Phonic knowledge

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

- reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")

- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

Snapshot – Communicate responsively

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

Content description

AC9LA2U01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U01

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LA2U01

Continuum extract

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

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U01

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LA2U01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U01

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U01

putting 2 fingers on the throat to help produce the sound of letters ■■■■■■■■■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U01

repeating the names of letters and reproducing their sounds with the short vowel 'a' 'fat-aa ■■■■■', for example, ■■■ – ■■■ ■■■ – ■■■ ■■■ - ■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U01

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U01

developing pronunciation, phrasing and intonation skills by singing, reciting and repeating frequently used words and phrases, noticing that statements and questions have different intonation, for example, ■■■■ ■■■■■■ ■ ■■■■ ■■■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

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

AC9LA2U02

•

- copying and recognising the individual shapes of the 28 letters of the alphabet ■■■■■■

- Students learn to:

(AC9LA2U02)

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

- Communicate responsively

- **Phonic knowledge and word recognition**

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 .

- Communication

- Communicate responsively

- Communication

- Communication

- Communication

- Communication

- Communication

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LA2U02

Continuum extract

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

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

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LA2U02

Learning progression extract

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

Phonic knowledge

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

- reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous

- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

Personal and Social capability: Social management: Communication

copying and recognising the individual shapes of the 28 letters of the alphabet ■■■■■■■■■■
■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

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

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

Personal and Social capability: Social management: Communication

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Personal and Social capability: Social management: Communication

AC9LA2U02

identifying the 4 different connected shapes of the Arabic letters to form simple words, for example, ■ ■■ ■■■■ ■■■ ■ ■■ ■■■■ ■■■ ■ ■■ ■■■■ ■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U02

recognising that Arabic words are written from right to left, for example, ■■■■ ■■■■ ■■■■ ■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U02

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U02

using singular possessive adjectives related to self, for example, ■■■■ ■■■■ ■■■■■■■■■■■■
■■■■■■■ ■■■■■■■■ ■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U02

noticing the use of the possessive pronoun ■ at the end of words, to indicate ownership, for example, ■■■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U02

using familiar objects to express location, with prepositions such as ■■■■■ ■■ ■■■■■■■■■■ ■■■■■ ■■■■
■■■■■■■■■ ■■■■■ ■■ ■■■■■■■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LA2U02

using simple, modelled verbs to describe aspects of own daily activities, for example, ■■■■■■ ■■
■■■■■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U02

using simple, modelled verbs to describe aspects of own daily activities, for example, ■■■■■■ ■■
■■■■■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U02

beginning to notice that nouns have definite and indefinite articles and gender, for example,
■■■■■/■■■■■■■■■ ■■■■/■■■■■■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U02

recognising word order in simple phrases and sentences, for example, ■■■ ■■■■■ ■■■ ■■■■■■■ ■■■ ■■■■
■■■■■■■■■ ■■■■ ■■■ ■■■■■■

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Communicate responsively

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

Content description

AC9LA2U03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA2U03

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA2U03

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LA2U03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA2U03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA2U03

observing some common features of familiar Arabic and English texts such as stories, nursery rhymes and signs, for example, ■■ ■■■ ■■ ■■■■■■ ■ ■■ ■■■ ■■■■■■ ■ ■■■■■ ■■■■■■ ■■■■ ■

■■■■■ ■■ ■■■■■

Continuum extract

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Snapshot – Communicate responsively

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

Content description

AC9LA2U03

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Snapshot – Communicate responsively

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

Content description

AC9LA2U03

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Snapshot – Communicate responsively

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

Content description

AC9LA2U03

learning some basic differences in word order in simple sentences and phrases, for example, object before the adjective ■■■ ■■■■■ ■■■■■ ■■■ ■■■■■ ■■■ ■■■■■

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AC9LA2U04

notice that people use in ways that reflect cultural practices

-
-

Elaborations

- exploring the meaning of , and how it involves a range of elements unique to each person such as dress, food, manners, where they live, how they celebrate, and the (s) they speak, for example,

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

- using culturally appropriate manners, greetings, and forms of in the classroom and community, for example, ■■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■ / ■■■ / ■■■■■ ■■■■ ■■■ / ■■■■■■ ■■■■

■■■■■■ ■■■■

- noticing how their spoken Arabic at home may vary from the spoken Arabic in class, and exploring similarities and differences between various represented within the classroom ■■■■■ ■■■■■■■■ ■■■■■ ■■■■ ■■■■■

■■■■ ■■■■■

- exploring symbols and used by First Nations Australians and by Arabic-speaking communities in a range of , for example, identifying the colours of flags in Arabic and discussing what the colours represent in English

- recognising that Arabic and Arabic are spoken in many countries and regions around the world, including Australia, and that cultural and practices may vary depending on location

- recognising similarities and differences between naming systems across represented in the classroom, and noticing that Arabic-speaking students may have names derived from other and ■■■■■■■■

■ ■■■■■ ■ ■■■■■ ■ ■■■■■ ■ ■■■■ ■ ■■■

- comparing aspects of their own lifestyles, such as with family and friends, special celebrations, daily practices, main meal of the day and associated , with children living in Arabic-speaking countries, for example, ■■ ■■■■■■■ ■■■■■■ ■■■ ■■■■■■ ■■■■■■■■ ■■■ ■■■■ ■■■■■■ ■■ ■■■■■■■■ ■■■■ ■■■■■■ ■■■■■■■■ ■■■ ■■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■

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

- participating in cultural experiences and celebrations, such as a cooking demonstration, dressing in traditional clothes or learning a new dance, and using some associated and , for example, ■■■■



Students learn to:

notice that people use language in ways that reflect cultural practices

(AC9LA2U04)

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Culture

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

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

AC9LA2U04

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

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

Snapshot – Communicate responsively

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

Content description

AC9LA2U04

Continuum extract

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

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

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

AC9LA2U04

Continuum extract

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Communicate responsively

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

Content description

AC9LA2U04

exploring the meaning of culture, and how it involves a range of elements unique to each person such as dress, food, manners, where they live, how they celebrate, and the language(s) they speak, 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

AC9LA2U04

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Snapshot – Communicate responsively

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

Content description

AC9LA2U04

using culturally appropriate manners, greetings, and forms of address in the classroom and community, for example, **السلامة عليكم** / **صباح الخير** / **مساء الخير** / **السلامة عليكم** / **صباح الخير** / **مساء الخير**

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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

AC9LA2U04

noticing how their spoken Arabic language at home may vary from the spoken Arabic language in class, and exploring similarities and differences between various dialects represented within the classroom **اللهجة المصرية** / **اللهجة المغربية** / **اللهجة السورية** / **اللهجة اللبنانية**

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Snapshot – Communicate responsively

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

Content description

AC9LA2U04

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Snapshot – Communicate responsively

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

Content description

AC9LA2U04

recognising similarities and differences between naming systems across languages represented in the classroom, and noticing that Arabic-speaking students may have names derived from other cultures and languages ■■■■■■ ■ ■■■■■ ■ ■■■■■ ■ ■■■■■ ■ ■■■■ ■ ■■■

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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

AC9LA2U04

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Snapshot – Communicate responsively

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

Content description

AC9LA2U04

[illegible]

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Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Communicate responsively

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

Content description

AC9LA2U04

participating in cultural experiences and celebrations, such as a cooking demonstration, dressing in traditional clothes or learning a new dance, and using some associated language and gestures, for example, **■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■**

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