(no-code)

and respond to about self, others, and classroom environment, using expressions

•

•

Elaborations

• selecting and using formal or informal greetings, for real or simulated situations depending on the time of day, and relationship to the other person, for example, ■■■■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■ ■■■■■ ■■ ■■■■■■■ ■■■■■■■ ■■■ ■■■.

• using appropriate , and non-verbal in response to others, for example, ■■■■■■■■ ■■■■■■■ ■■■■■■■■■■ ■■■■ ■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■ ■■ ■■■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■

• giving and following a range of classroom instructions and guidance, for example, ■■■■■ ■■ ■■■■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■ ■■■■■ ■■■■■■■ ■■■■■ ■■■■■■■ ■■■■ ■■■■■■■...

• attracting attention and requesting help or favours in classroom situations, for example, ■■■ ■■■■■ ■■■■■■! ■■■■■ ■■■■ ■■ ■■■■■ ■■ ■■■■■■■■ ■■ ...

• asking and responding to about information relating to self, peers, friends, family members and personal items, for example, ■■ ■■■■■■ ■■■■ ■■■■■ ■■■■■■ ■■■■■■■ ■■ ■■ ■■■■■■■■ ■■■■■■■ ■■■■■■■■ ■■■■ ■■ ■■■■ ■■■■■■■■ ■■ ■■ ■■■■■■■ ■■■■■■■■■■ ■■ ■■■■ ■■■■■ ■■■■ ■■ ■■■■■■■■ ■■■■■■ ■■■■ ■■ ■■■■■■

• sharing information about daily routines and favourite at home and school, for example, ■■■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■ ■■■■■■■■ ■■■■ ■■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■■■ ■■■■■ ■■■■ ■■■■■■

• practising how to conversations, using , , spontaneous interjections and exclamations, to react and show interest, for example, ■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■

• exchanging simple correspondence such as print or digital messages, notes, invitations or special occasion cards, using , for example, ■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■■■ ■■■■■ ■■■■■

Students learn to:

initiate exchanges and respond to modelled questions about self, others, and classr using formulaic expressions

(AC9LA4C01)

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

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LA4C01

Continuum extract

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

• 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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LA4C01

Learning progression extract

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

• 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")

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communicate responsively

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

Content description

AC9LA4C01
selecting and using formal or informal greetings, for real or simulated situations depending on the time of day, context and relationship to the other person, for example, ■■■■■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■ ■■■■■ ■■ ■■■■■■■ ■■■■■■■ ■■■ ■■■.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C01
selecting and using formal or informal greetings, for real or simulated situations depending on the time of day, context and relationship to the other person, for example, ■■■■■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■ ■■■■■ ■■ ■■■■■■■ ■■■■■■■ ■■■ ■■■.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LA4C01
using appropriate body language, gestures and non-verbal communication in response to others, for example, ■■■■■■■ ■■■■■■■ ■■■■■■■■■■ ■■■ ■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■■■ ■■ ■■■■■■■ ■■■■■■■ ■■■■■■■■ ■■■ ■■■■■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C01
using appropriate body language, gestures and non-verbal communication in response to others, for

example, ■■■■■■■ ■■■■■■ ■■■■■■■■■ ■■■ ■■■■ ■■■■■■■ ■■■■■ ■■■■■■■ ■■■■■ ■■■■■■■ ■■
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Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LA4C01
giving and following a range of classroom instructions and guidance, for example, ■■■■ ■■ ■■■■■■■
■■■■ ■■■■ ■■■■■ ■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■ ■■■■■■...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C01
giving and following a range of classroom instructions and guidance, for example, ■■■■ ■■ ■■■■■■■
■■■■ ■■■■ ■■■■■ ■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■ ■■■■■■...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LA4C01
attracting attention and requesting help or favours in classroom situations, for example, ■■■ ■■■■
■■■■■! ■■■■ ■■■ ■■ ■■■■ ■■ ■■■■■■■ ■■ ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C01

attracting attention and requesting help or favours in classroom situations, for example, ■■■ ■■■■ ■■■■■! ■■■■ ■■■ ■■ ■■■■ ■■ ■■■■■■■ ■■ ...

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

Snapshot – Communicate responsively

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

Content description

AC9LA4C01

asking and responding to questions about information relating to self, peers, friends, family members and personal items, for example, ■■ ■■■■■ ■■■ ■■■■ ■■■■■ ■■■■■■ ■■ ■■ ■■■■■■■ ■■■■■■ ■■■ ■■■■■■ ■■ ■■■ ■■■■■■■ ■■ ■■ ■■■■■■ ■■■■■■■■■ ■■ ■■■ ■■■■ ■■■ ■■ ■■■■■■■ ■■■■■ ■■■ ■■■■■■

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C01

asking and responding to questions about information relating to self, peers, friends, family members and personal items, for example, ■■ ■■■■■ ■■■ ■■■■ ■■■■■ ■■■■■■ ■■ ■■ ■■■■■■■ ■■■■■■ ■■■ ■■■■■■ ■■ ■■■ ■■■■■■■ ■■ ■■ ■■■■■■ ■■■■■■■■■ ■■ ■■■ ■■■■ ■■■ ■■ ■■■■■■■ ■■■■■ ■■■ ■■■■■■

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LA4C01

sharing information about daily routines and favourite activities at home and school, for example, ■■■■■■ ■■■■■■■ ■■■■■ ■■■■■■■ ■■■■ ■■■■■■■ ■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■■■■ ■■■■

Continuum extract

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

• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C01

sharing information about daily routines and favourite activities at home and school, for example, ■■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■ ■■■■■ ■■■■■■■ ■■■ ■■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■■■ ■■■■

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA4C01

practising how to initiate conversations, using modelled words, phrases, spontaneous interjections and exclamations, to react and show interest, for example, ■■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■ ■■■■

Continuum extract

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

• 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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C01

practising how to initiate conversations, using modelled words, phrases, spontaneous interjections and exclamations, to react and show interest, for example, ■■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■ ■■■■

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA4C01

exchanging simple correspondence such as print or digital messages, notes, invitations or special occasion cards, using modelled language, for example, ■■■ ■■■■ ■■■■ ■■■ ■■■■■■■ ■■■ ■■■■■■ ■■■■ ■■■

Continuum extract

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

• 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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering

their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C01

exchanging simple correspondence such as print or digital messages, notes, invitations or special occasion cards, using modelled language, for example, ■■■ ■■■■ ■■■■ ■■■ ■■■■■■■ ■■■ ■■■■■ ■■■■ ■■■

Continuum extract

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

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

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

AC9LA4C02

participate in that involve planning with others, using a range of familiar and structures

•

•

Elaborations

• participating with peers in simple action songs, raps and games that include alternating repetitive in Arabic and English, for example, rock, paper, scissors, ■ ■■■ ■■■ ■■■ ■

• praising and encouraging peers, using with to offer suggestions and advice, for example, ■■■ ■■■■■ ■■ ■■■■■■■ ■■■■■ ■■■■■

• planning and performing items for an such as or cultural demonstrations, role plays or dances at school assembly, for another class or parents, and negotiating and delegating roles and

responsibilities, for example, ■■■ ■■■■■ ■■■■ ■■■■■■ ■■■ ■■■■■ ■■■■ ■■■■ ■■■■■ ■■■■■■ ■■■ ■■■■ ■■■■■

• working in pairs to assist the teacher with classroom tasks and responsibilities, for example, roll call, distributing or collecting work, demonstrating tasks or giving instructions using imperatives such as ■■■■ ■■■ ■■■■■ ■■ ■■■■■ ■■■■ ■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■ ■■■■ ■■■■

• collaborating with peers to plan for and complete tasks, such as designing a poster or invitation for a significant event such as book week or a class party, and deciding what items to wear or bring, for example, ■■■ ■■■■■ ■■■■■■■ ■■■ ■■■■■ ■■■■■■■ ■ ■■■■ ■■■■■ ■■■ ■■ ■■■■■

• participating in scripted role-plays, such as buying goods from a shop, self-introductions or ordering food, using props to in conversation, for example, ■■ ■■■■ ■■■■■

Students learn to:

participate in activities that involve planning with others, using a range of familiar p modelled structures

(AC9LA4C02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

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

• Develop multiple perspectives

Social management

• Communication

• Collaboration

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social management

• Communication

• Collaboration

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social management

• Communication

• Collaboration

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9LA4C02

Continuum extract

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

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LA4C02

Learning progression extract

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

• 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")

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Develop multiple perspectives

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

Content description

AC9LA4C02

Continuum extract

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

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C02

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA4C02

Continuum extract

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

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Develop multiple perspectives

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

Content description

AC9LA4C02

praising and encouraging peers, using formulaic phrases with gestures to offer suggestions and advice, for example, ■■■ ■■■■■ ■■ ■■■■■■■ ■■■■■ ■■■■■

Continuum extract

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

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C02

praising and encouraging peers, using formulaic phrases with gestures to offer suggestions and advice, for example, ■■■ ■■■■■ ■■ ■■■■■■■ ■■■■■ ■■■■■

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA4C02

praising and encouraging peers, using formulaic phrases with gestures to offer suggestions and advice, for example, ■■■ ■■■■■ ■■ ■■■■■■■ ■■■■■ ■■■■■

Continuum extract

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

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Develop multiple perspectives

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

Content description

AC9LA4C02
planning and performing items for an audience such as language or cultural demonstrations, role plays or dances at school assembly, for another class or parents, and negotiating and delegating roles and responsibilities, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C02
planning and performing items for an audience such as language or cultural demonstrations, role plays or dances at school assembly, for another class or parents, and negotiating and delegating roles and responsibilities, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA4C02
planning and performing items for an audience such as language or cultural demonstrations, role plays or dances at school assembly, for another class or parents, and negotiating and delegating roles and responsibilities, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C02
working in pairs to assist the teacher with classroom tasks and responsibilities, for example, roll call, distributing or collecting work, demonstrating tasks or giving instructions using imperatives such as [redacted]

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA4C02

working in pairs to assist the teacher with classroom tasks and responsibilities, for example, roll call, distributing or collecting work, demonstrating tasks or giving instructions using imperatives such as [redacted]

Continuum extract

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

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C02

collaborating with peers to plan for and complete tasks, such as designing a poster or invitation for a significant event such as book week or a class party, and deciding what items to wear or bring, for example, [redacted]

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA4C02

collaborating with peers to plan for and complete tasks, such as designing a poster or invitation for a significant event such as book week or a class party, and deciding what items to wear or bring, for example, [redacted]

Continuum extract

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

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Develop multiple perspectives

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

Content description

AC9LA4C02

Continuum extract

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

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

AC9LA4C03

locate and respond to key information related to familiar content obtained from spoken, written and

•
•

Elaborations

• responding to a story, song, cartoon, comic or simple by retelling, re-enacting the main events or taking on the role of a , using props, movement and dance
• interviewing peers, using regarding their routines, likes, interests or pets, and presenting the results in charts, Venn diagrams, graphs, graphic representations or reports, for example, ■■ ■■■ ■■■■■■ ■■ ■■■■■■■ ■■ ■■ ■■■■■■ ■■■■■■■■ ■■■■ ■■■ ■■■■■■ ■ ■■■■ ■■■ ■■■■■
• profiles and stories in print and digital form about people, animals and imagined , and creating a display or poster with names, short descriptions and pictures, for example, ■■■ ■■■■■ ■■■■■■■ ■■■■ ■■■ ■■■■■ ■■■■■■■■ ■■■■ ... ■■■■ ■■■■ ■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■■ ■■■ ■■■■■ ■■■■■
• learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Arabic
• identifying and recording keywords obtained from short spoken with some unfamiliar , such as keywords for some items on a recorded shopping list, ingredients for a recipe, or a phone message, for example, ■■■ ■■■■■■ ■■■ ...■■■ ■■■■■■ ■■ ...■ ■■■ ■■■■■■ ...
• sequencing written, spoken or visual information in logical order, such as placing pictures in a sequence of events, numbering jumbled or filling gaps in , for example, ■■■■■■ ■■■■ ■■■■■■■ ■■■■■ ■■■■ ■■■■ ■■■ ■■■■■■■■ ■■■ ■■■ ...■ ■■■ ■■■■■ ■■■ ■■■■ ■■■ ■■■■■ ■■■ ■■■■■ ■■■■■ ■■■ ■■ ■■■■■■ ■■■■■ ■■■■ ■■■■■■ ■ ■■■■ ■■■■■■ ■■ ■■■ ■■■ ■■■■■■ ■■■■■.
• to or viewing short such as weather reports or event timetables, deciding what day to invite a friend to go to the park or attend the event, and a short invitation message, for example, ■■ ■■■■■ ■■■■■ ■■■■■■■ ■■ ■■ ■■■■ ■■■■■■ ■■■■■ ■■■■■■■ ■■■■■ ■■■■ ■■■■■ ■■■■■■ ■■■■ ■■
• to, and viewing stories in various formats, such as fables, folktales and stories by contemporary Arabic , and discussing and responding to about , , settings, themes and events, for example, ■■■ ■■■■■■■ ■■■■■ ■■■ ■■■ ■■■■■■■■■ ■■■■■ ■■■ ■■■ ■■■■■■ ■■■ ■■■■ ■■■■...■ ■■■■ ■■■■■ ■■
• obtaining information from various sources and deciding which facts to include in a about the school or community, such as a labelled school or neighbourhood map, timetable or canteen menu, that would be useful for Arabic-speaking visitors, for example, ■■■■■■ ■■■ ■■ ■■■■■■■ ■■■■ ■■■■■■■ ■■

[redacted] ...

Students learn to:

locate and respond to key information related to familiar content obtained from spo

multimodal texts

(AC9LA4C03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Inquiring

• Identify, process and evaluate information

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.

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA4C03

Continuum extract

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

• 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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LA4C03

Learning progression extract

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

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

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text
• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)
• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual

knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
• interprets language devices (e.g. exaggeration or repetition)
• interprets simple imagery (e.g. simile, onomatopoeia)
• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LA4C03

Learning progression extract

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

content.
• 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)
• responds to moderately complex texts (see Text complexity)
• responds to texts with unfamiliar content
• identifies main ideas of a spoken text using supporting details
• identifies purpose and intended audience of a spoken text
• infers layered meaning from texts (e.g. musical overlay that creates mood)
• asks relevant questions to extend understanding
• describes language and audio features of the text

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA4C03

interviewing peers, using modelled questions regarding their routines, likes, interests or pets, and presenting the results in charts, Venn diagrams, graphs, graphic representations or reports, for example, ■■ ■■■ ■■■■■■ ■■ ■■■■■■■ ■■ ■■ ■■■■■■ ■■■■■■■■ ■■■■ ■■■ ■■■■■■ ■ ■■■■ ■■■ ■

Continuum extract

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9LA4C03
interviewing peers, using modelled questions regarding their routines, likes, interests or pets, and presenting the results in charts, Venn diagrams, graphs, graphic representations or reports, for example, ■■ ■■■ ■■■■■■ ■■ ■■■■■■■ ■■ ■■ ■■■■■■ ■■■■■■■■ ■■■■ ■■■ ■■■■■■ ■ ■■■■ ■■■ ■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA4C03
reading profiles and stories in print and digital form about people, animals and imagined characters, and creating a display or poster with character names, short descriptions and pictures, for example, ■■■ ■■■■■ ■■■■■■■ ■■■■ ■■■ ■■■■■ ■■■■■■■■ ■■■■ ... ■■■■ ■■■■ ■■■■ ■■■■ ■■■ ■■■■■■■ ■■■ ■■■■■ ■■■■■

Continuum extract

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• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA4C03
identifying and recording keywords obtained from short spoken texts with some unfamiliar language, such as keywords for some items on a recorded shopping list, ingredients for a recipe, or a phone message, for example, ■■■ ■■■■■■ ■■■ ...■■■ ■■■■■■ ■■ ...■ ■■■ ■■■■■■ ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA4C03
sequencing written, spoken or visual information in logical order, such as placing pictures in a sequence of events, numbering jumbled sentences or filling gaps in sentences, for example, ■■■■■■ ■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■■ ■■■■■■■■■ ■■■ ■■■ ...■ ■■■ ■■■■■■ ■■■ ■■■■■ ■■■ ■■■■ ■■■■■■ ■■■ ■■■■■ ■■■■■■■■ ■■ ■■■■■■■ ■■■■■■ ■■■■■ ■■■■■■■ ■ ■■■■■ ■■■■■■■ ■■ ■■■ ■■■ ■■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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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
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA4C03
listening to or viewing short texts such as weather reports or event timetables, deciding what day to invite a friend to go to the park or attend the event, and writing a short invitation message, for example, ■■ ■■■■■■ ■■■■■■ ■■■■■■■■ ■■ ■■ ■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■ ■■■ ■■ ■■■■■ ■■■ ■■■■■■.

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA4C03
listening to, reading and viewing stories in various formats, such as fables, folktales and stories by contemporary Arabic authors, and discussing and responding to questions about characters, culture, settings, themes and events, for example, ■■■ ■■■■■■■■ ■■■■■■ ■■■ ■■■ ■■■■■■■■■■ ■■■■■■ ■■■ ■■■■■■■ ■■■ ■■■■■ ■■■■■...■ ■■■■■ ■■■■■■ ■■ ■■■ ■■■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA4C03
obtaining information from various sources and deciding which facts to include in a text about the school or community, such as a labelled school or neighbourhood map, timetable or canteen menu, that would be useful for Arabic-speaking visitors, for example, ■■■■■■■ ■■■■ ■■ ■■■■■■■■ ■■■■■ ■■■■■■■■ ■■ ■■■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■■■ ■■■■■ ■■ ■■■■■■■■ ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

AC9LA4C04

develop strategies to comprehend and Arabic in familiar to cultural meaning

•
•

Elaborations

• identifying some that change meaning according to the and Arabic-speaking region, for example, ■■■■/ ■■■■■■ ■■■■■/ ■■■■■■ ■■■■/ ■■■■■ ■■■■■■/ ■■■■■■■■ ■■■■■■/ ■■■■■■
• signs or in familiar , such as street signs, and food labels, noting that some signs and symbols may be universal, for example, striped pedestrian crossings, do not enter, or symbols for danger ■■■■■ ■■■■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■■
• translating short, simple from Arabic into English, and vice versa, using such as layout, headings and familiar vocabulary to interpret meaning
• producing a list or digital picture dictionary by identifying known Arabic or expressions and relating them to English equivalents and vice versa, recognising that direct is not always possible, for example, ■■■■■ ■■■■■■■ ■■ ■■■■ ■■■■■■ ■■■■■■■ ■■■■/ ■■■■■■■ ■■ ■■■■■■■ ■■■■■■ ■■■■■■■ ■■ ■■■■ ■■■■■■■ ■■■■ ■■■■■■
• selecting vocabulary from print dictionaries or online translators that best the intended meaning when describing and talking about familiar topics such as ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■
• creating resources (pattern charts, digital picture dictionary, vocabulary mind map with connected , board game to practice , etc.), for themselves and the class, to reinforce learning and exposure to concepts, for example, ■■■■/ ■■■■■/■■■■■ ■■■■■■/ ■■■■■/■■■■■■■ ■■■■/ ■■■■■/■■■■■ ■■■■ ■■■■ ■■■■■ ■■■■ ■■■■■ ■■■■■ ■■■■■■■ ■■■■■■
• comparing Arabic expressions used in everyday , such as greetings with equivalent English expressions, and identifying similarities/differences and /expressions that do not easily, for example, ■■■■■■■ ■■■■■ ■■■■■■/ ■■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■ ■■■■■
Students learn to:

develop strategies to comprehend and adjust Arabic language in familiar contexts t meaning

(AC9LA4C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Navigating intercultural contexts

• Adapt in intercultural exchanges

Creating and exchanging

• Plan

Navigating intercultural contexts

• Adapt in intercultural exchanges

Investigating

• Locate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA4C04

Continuum extract

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

• 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

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LA4C04

Learning progression extract

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

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

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text
• identifies main idea by synthesising information across a simple text
• identifies the arguments in an elementary text
• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
• makes connections between texts (e.g. compares 2 versions of a well-known story)
• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
• identifies parts of text used to answer literal and inferential questions
• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
• interprets language devices (e.g. exaggeration or repetition)
• interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA4C04
identifying some words that change meaning according to the context and Arabic-speaking region, for example, ■■■/ ■■■■■ ■■■■/ ■■■■■ ■■■/ ■■■■ ■■■■■/ ■■■■■■■ ■■■■■/ ■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA4C04

interpreting signs or phrases in familiar contexts, such as street signs, addresses and food labels, noting that some signs and symbols may be universal, for example, striped pedestrian crossings, do not enter, or symbols for danger [redacted]

Continuum extract

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

• 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
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9LA4C04

interpreting signs or phrases in familiar contexts, such as street signs, addresses and food labels, noting that some signs and symbols may be universal, for example, striped pedestrian crossings, do not enter, or symbols for danger [redacted]

Continuum extract

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

• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA4C04

Continuum extract

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

• 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
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9LA4C04

producing a bilingual word list or digital picture dictionary by identifying known Arabic words or expressions and relating them to English equivalents and vice versa, recognising that direct translation is not always possible, for example, [redacted]

Continuum extract

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

• 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
• select and use digital tools to develop and follow a plan to complete individual tasks and group projects

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA4C04
producing a bilingual word list or digital picture dictionary by identifying known Arabic words or expressions and relating them to English equivalents and vice versa, recognising that direct translation is not always possible, for example, ■■■■ ■■■■■■ ■■ ■■■ ■■■■■ ■■■■■■ ■■■/ ■■■■■■ ■■ ■■■■■■ ■■■■■ ■■■■■■ ■■ ■■■■■ ■■■■■■■ ■■■■■■ ■■■ ■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9LA4C04
selecting vocabulary from print dictionaries or online translators that best conveys the intended meaning when describing and talking about familiar topics such as ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying search terms, and select relevant information
• locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA4C04
selecting vocabulary from print dictionaries or online translators that best conveys the intended meaning when describing and talking about familiar topics such as ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA4C04
creating resources (grammar pattern charts, digital picture dictionary, vocabulary mind map with connected words, board game to practice language, etc.), for themselves and the class, to reinforce learning and exposure to language concepts, for example, ■■■/ ■■■■/■■■■ ■■■■■/ ■■■■/■■■■■■ ■■■/ ■■■■/■■■■ ■■■ ■■■ ■■■■ ■■ ■■ ■■ ■■■■ ■■■■■ ■■■■■■ ■■■■■

Continuum extract

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

• 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
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA4C04
comparing Arabic expressions used in everyday interactions, such as greetings with equivalent English expressions, and identifying similarities/differences and words/expressions that do not translate easily, for example, ■■■■■■ ■■■■■ ■■■■■■/ ■■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

AC9LA4C05

and present informative and imaginative spoken, written and using of letter positions in simple , and expressions

•
•

Elaborations

• full with letter and positions, initial, medial and final, for example, ■■■ ■■■■■ ■■■■ ■■■■■■■■■ ■■■■■ ■■■■■ ■■■■■■■
• presenting spoken and written information about interests and relating to themselves and peers, describing actions, responses and feelings, for example, ■■■■■ ■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■ ■■ ■■■■■■ ■■■■■■ ■■■■ ■■■■■■■ ■■■■■■ ■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■ ■■■■■■■■■
• creating a class world map and profile that identifies Arabic-speaking countries and communities, and all represented in the classroom, for example, ■■■■■■■■ ■■■■■■ / ■■■■■ / ■■■■■
• creating simple descriptions in Arabic and matching them to appropriate First Nations locations in their local area or elsewhere in Australia
• creating a class book, visual or digital display relating to a school event or excursion such as going to the zoo or museum, for example, ■■■■■ ■■■■ ■■■■■■ ■■■■■■■■■ ■■■■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■■■■ ■■■■■ ■■■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■ ■■■■■ ■■■■■■■ ■■■■■ ■■■■ ■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■ ■■■■■■
• creating print or digital to introduce family members and friends, and describing relationships and personal information relating to their cultural backgrounds and experiences, using simple descriptive and supporting resources, for example, ■■■■ ■■■■ ■■■■■ ■■■■■■ ■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■■■■■■■■■ ■■■■ ■■■■ ■■■■■■■ ■■■■ ■■■■■■■ ■■■■■ ■■■■■ ■■ ■■■■■■ ■■■■■■■ ■■■■.
• role-playing scenes and in imaginative , using movement and actions to reinforce meaning, and experimenting with and to animate such as Joha, Aladdin and Sinbad, for example, ■■■■■■■ : ■■■■■ ■■■■■ ... ■■■■■ ■■■■■■: ■■ ■■■■■ ■■■■■■■: ■■■■■ ■■■■■ ■■ ■■■■■ ■■ ■■■■■■■ ■■■■■■■■ ■■ ■■■■■■■■■
• presenting factual information about events, places and topics of possible interest to children of their own age in Arabic-speaking countries, for example, menus, recipes, invitations, instructions, , brochures or maps
• modifying with their own creative input, for example, substituting or with an animal or Arabic food in a well-known song, procedure or story such as ■■■■■■■■ ■■■■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■■■

Students learn to:

create and present informative and imaginative spoken, written and multimodal text conventions of letter positions in simple sentences, and formulaic expressions

(AC9LA4C05)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Country/Place

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LA4C05

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

AC9LA4C05

Learning progression extract

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

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)
• varies volume and intonation to suit purpose and audience
• plans and delivers spoken presentations using appropriate structure and language
• includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

• experiments with vocabulary drawn from a variety of sources
• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
• uses a range of vocabulary to indicate connections (e.g. consequences)
• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics
• includes details and elaborations to expand ideas
• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")

• rehearses spoken text to accommodate time and technology
• controls tone, volume, pitch and pace to suit content and audience
• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C05
writing full sentences with modelled letter and word positions, initial, medial and final, for example, ■■■ ■■■■■ ■■■■ ■■■■■■■■■ ■■■■■ ■■■■■ ■■■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C05
presenting spoken and written information about interests and activities relating to themselves and peers, describing actions, responses and feelings, for example, ■■■■■ ■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■ ■■ ■■■■■■ ■■■■■■ ■■■■ ■■■■■■■ ■■■■■■ ■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■ ■■■■■■■■ ■■■■ ■■■■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA4C05
creating a class world map and languages profile that identifies Arabic-speaking countries and communities, and all languages represented in the classroom, for example, ■■■■■■■ ■■■■■■ / ■■■■ / ■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C05
creating a class book, visual or digital display relating to a school event or excursion such as going to the zoo or museum, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C05
creating print or digital texts to introduce family members and friends, and describing relationships and personal information relating to their cultural backgrounds and experiences, using simple descriptive language and supporting resources, for example, [redacted].

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C05
role-playing scenes and characters in imaginative texts, using movement and actions to reinforce meaning, and experimenting with voice and gestures to animate characters such as Joha, Aladdin and Sinbad, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C05

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4C05

Continuum extract

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

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

AC9LA4U01

recognise and use combinations of sounds, and patterns of Arabic to form and

•

•

Elaborations

• understanding that Modern Standard Arabic has 28 and 6

• discriminating between the long and short sounds when forming , for example, ■■■■■■ / ■■■■ ■ ■■■ / ■■■■■ ■■■■■■ / ■■■■■■

• noticing that vocalisation such as■ ■■■ ■■■ ■ ■■■ ■ ■■■ may change the meaning of a depending on where it is placed, for example, ■■■■■■ / ■■■■■■ ■■■■■■/ ■■■■■■/ ■■■■■■

• developing when and aloud, applying appropriate pauses

• noticing how differences in and are used to meaning in spoken , and how the of , such as to instruct or invite, changes the emphasis on and expressions being used, for example, ■■■/ ■■■ ■■■■■■■■ ■■■■ ■■■■/ ■■■■■ ■■■■ / ■■■■

• distinguishing between statements and using and , for example, ■■■ ■■■■■■■ ■■■■■■■■ ■■■■ ■■■■■■■ ■■■■■■. ■■■■■ ■■■■ ■■■■■■■ ■■■■■ ■■■■ ■■■■■.

• understanding that colloquial Arabic and Arabic may sound different from spoken Modern Standard Arabic used in the classroom, for example, ■■■■ ■■■■ ■■■■■■■■■■ / ■■■■■■■■ ■■■■■■■■ (■■■■ ■■ ■■■■ ■■■■■■■■ / ■■■■■■■■■■). ■■■■■ / ■■■■■■ ■■■■■■■■ (■■■■■). ■■■■■■■ / ■■■■ / ■■■■■ / ■■■■■ ■■■■■■■■ (■■■■■■■) ■■■■■■■ / ■■■■■ / ■■■■■ ■■■■■/ ■■■■ ■■■■■■ ■■■■■■■■ (■■■■ ■■■■■). ■■■■■ / ■■■■ ■■■■ / ■■■■■■ ■■■■■■■■ (

• using prior knowledge of familiar sounds and to spelling of new , for example, how to spell ■■■■■■ ■■■■■■ ■■■■■ having learnt how to spell ■■■■■

Students learn to:

recognise and use modelled combinations of sounds, pronunciation and intonation to form words and phrases

(AC9LA4U01)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Speaking and listening

• Speaking

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LA4U01

Continuum extract

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

• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LA4U01

Learning progression extract

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

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)
• varies volume and intonation to suit purpose and audience
• plans and delivers spoken presentations using appropriate structure and language
• includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

• experiments with vocabulary drawn from a variety of sources
• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
• uses a range of vocabulary to indicate connections (e.g. consequences)
• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U01
discriminating between the long and short sounds when forming words, for example, ■■■■■■ / ■■■■ ■■■ / ■■■■■ ■■■■■■ / ■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U01

noticing that vocalisation such as■ ■■■ ■■■ ■ ■■■ ■ ■■■ may change the meaning of a word depending on where it is placed, for example, ■■■■■■ / ■■■■■■ ■■■■■■/ ■■■■■/ ■■■■■

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U01

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U01

noticing how differences in intonation and tone are used to adjust meaning in spoken text, and how the purpose of interaction, such as to instruct or invite, changes the emphasis on words and expressions being used, for example, ■■■/ ■■■ ■■■■■■■ ■■■ ■■■/ ■■■■ ■■■ / ■■■

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U01

distinguishing between statements and questions using intonation and tone, for example, ■■■ ■■■■■■ ■■■■■■■ ■■■ ■■■■■■ ■■■■■. ■■■■ ■■■ ■■■■■■ ■■■■ ■■■ ■■■■.

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LA4U01

understanding that colloquial Arabic and Arabic dialects may sound different from spoken Modern Standard Arabic used in the classroom, for example, ■■■ ■■■ ■■■■■■■■■ / ■■■■■■■ ■■■■■■■ (■■■ ■■ ■■ ■■■■■■■ / ■■■■■■■■■). ■■■■ / ■■■■■ ■■■■■■■ (■■■■). ■■■■■■ / ■■■ / ■■■■ / ■■■■ ■■■■■■■ (■■■■ / ■■■■■■ / ■■■■ / ■■■■ ■■■■/ ■■■ ■■■■■ ■■■■■■■ (■■■ ■■■■). ■■■■ / ■■■ ■■■ / ■■■■■ ■■■).

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U01
understanding that colloquial Arabic and Arabic dialects may sound different from spoken Modern Standard Arabic used in the classroom, for example, ■■■ ■■■ ■■■■■■■■■■ / ■■■■■■■■ ■■■■■■■■ (■■■■ ■■ ■■■■■■■■ / ■■■■■■■■■). ■■■■■ / ■■■■■■ ■■■■■■■■ (■■■■■). ■■■■■■■ / ■■■■ / ■■■■■ / ■■■■■ ■■■■■■■■ (■■■■■ / ■■■■■■■ / ■■■■■ / ■■■■■ ■■■■■/ ■■■■ ■■■■■■ ■■■■■■■■ (■■■■ ■■■■■). ■■■■■ / ■■■■ ■■■■ / ■■■■■■ ■■■■).

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

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

AC9LA4U02

recognise some letter positions and , grammatical structures and basic in familiar and

•
•

Elaborations

• recognising that letters change shape depending on their place in the , for example, ■■■ ■■■■■■ ■■■ / ■■■■/ ■■■ ■■■ ■■■■■■ ■■■/ ■■■/ ■■
• recognising letter position in , such as the beginning, middle and end
• experimenting with Arabic and to construct and deconstruct , for example, ■■■/■■■ ■■■/■■■ ■■/ ■/■■■ ■■/■/ ■■■ ■■■/■■
• applying basic punctuation marks, including marks, commas, and full stops
• counting and Arabic numerals 1–100 and telling simple time to the hour, for example, ■■■■■■ ■■■■■■■
• using + +object order in simple relating to home and school environments, recognising the use of the definite and its impact on the meaning of the , for example, ■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■ ■■■■ ■■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■ ■■■■ ■■■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■■■■
• understanding and applying singular and regular endings in masculine and feminine forms, for example, ■■■■/ ■■■■■■■/ ■■■■■■■■ ■■■■■■ / ■■■■■■■ ■■■■■ / ■■■■■■ ■■■■■■ / ■■■■■■■
• using singular, second-person and plural-possessive to describe relationship or ownership, for example, ■■■ ■■■■■■ ■■ ■■■■■■ ■■■ ■■■■■■■ ■■ ■■■■■■ ■■■ ■■■■■■ ■■ ■■■■■■■ ■■■■■ ■■■■■■■■ ■■■ ■■■■■■■ ■■ ■■■■■ ■■■■■■ ■■■
• using in singular and forms to describe appearance, feelings and personalities, for example, ■■■■■■■ ■■■■■■ ■■■■■■■ ■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■ ■ ■■■■■■■.
• using simple past , to talk about past events or , for example, ■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■■■ ■■■■■■■■ ■■ ■■■■■■■■■ ■■■■ ■■■■■■■ ■■■■■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■■■
• beginning to use simple such as ■■■■ ■■ ■■■■ ■■■■■■ ■■ ■■■■■■■■ ■■■■ ■■■■■■ ■■■■■■■ ■
• expressing negation in simple , for example, ■■ ■■■■ ■■■■■ ■■■■■■■■ ■■ ■■■■ ■■■■■■■■■■ ■■■■■■■
• using some of place and time to provide more information, for example, ■■■■■■ ■■■■■■■■■ ■■■■■■ ■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■■ ■■■■■ ■■■■■■■■ ■■■■■■■■■■ ■■■■■ ■■■■■■■ ■■■■ ■■■■■■■
• using simple to show direction, time, location, for example, ■■■■■■■ ■■■■ ■■■■■■■■■ ■■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■ ■■ ■■■■■■■■■ ■■■■■ ■■ ■■■■■■■ ■■■■■■■■■■ ■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■■■■
• understanding and using simple in , for example, ■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■■■■■ ■■ ■■ ■■■■ ■■■■ ■■ ■■■■■■ ■■■■■■■■ ■■■■ ■■■■■ ■■ ■■■■■ ■■■■■ ■■■■■■■

Students learn to:

recognise some letter positions and language conventions, grammatical structures familiar texts and contexts

(AC9LA4U02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Writing

• Grammar

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

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Social management

• Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LA4U02

Continuum extract

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

• 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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LA4U02

Learning progression extract

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

Grammatical accuracy

• uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
• writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

• uses pronouns to represent participants (e.g. "she", "we", "them")
• uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
• uses common and proper nouns
• uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
• uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

• writes coherent simple sentences to express an idea or event

Whole text level

• sequences sentences to reflect a logical flow of ideas
• uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
• uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

• writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

• uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
• uses simple present, past and future tenses accurately to represent processes
• uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
• uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
• uses articles accurately (e.g. "a", "an", "the")

Sentence level

• writes simple sentences correctly
• writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

• writes a few sentences about a related idea
• groups related ideas into paragraphs

Grammatical accuracy

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

Group and word level

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

Sentence level

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

Whole text level

• uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices –

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

Snapshot – Communicate responsively

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

Content description

AC9LA4U02
recognising that letters change shape depending on their place in the word, for example, ■■■ ■■■■■■ ■■■ / ■■■■/ ■■■ ■■■ ■■■■■■ ■■■/ ■■■/ ■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02
recognising that letters change shape depending on their place in the word, for example, ■■■ ■■■■■■ ■■■ / ■■■■/ ■■■ ■■■ ■■■■■■ ■■■/ ■■■/ ■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02
experimenting with Arabic words and vowels to construct and deconstruct syllable blocks, for example, ■■■/■■■ ■■■/■■■ ■■/ ■/■■■ ■■/■/ ■■■ ■■■/■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com

responsively

Content description

AC9LA4U02

using subject+verb+object word order in simple sentences relating to home and school environments, recognising the use of the definite article and its impact on the meaning of the sentence, for example, [redacted]

Continuum extract

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

• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02

using subject+verb+object word order in simple sentences relating to home and school environments, recognising the use of the definite article and its impact on the meaning of the sentence, for example, [redacted]

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02

understanding and applying singular nouns and regular plural noun endings in masculine and feminine forms, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02
using singular, second-person and plural-possessive pronouns to describe relationship or ownership, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02
using adjectives in singular and plural forms to describe appearance, feelings and personalities, for example, [redacted].

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02
using simple modelled past tense verbs, to talk about past events or activities, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02
beginning to use simple conjunctions such as [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02

expressing negation in simple sentences, for example, ■■ ■■■ ■■■■ ■■■■■■■■ ■■ ■■■ ■■■■■■■■■■ ■■■■■■■

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02

using some adverbs of place and time to provide more information, for example, ■■■■■■ ■■■■■■■■■ ■■■■■■

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

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02

using simple prepositions to show direction, time, location, for example, ■■■■■■■ ■■■■ ■■■■■■■■■ ■■■■■■

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

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA4U02

understanding and using simple question words in interactions, for example, ■■ ■■■■ ■■■■ ■■■■■■■■

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

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

AC9LA4U03

recognise familiar Arabic and compare with those of English, in known

•
•

Elaborations

• recognising some Arabic do not exist in English and vice versa, and why some Arabic speakers may find it difficult to pronounce the ‘v’ sound and use ‘f’ instead
• identifying some differences in construction and between Arabic and English, such as nominal and verbal , for example, ‘the apple the red’ ■■■■■■■■ ■■■■■■■■
• comparing similar , such as a children’s story in Arabic and English, and noticing how they are the same or different, for example, themes, , front covers, direction and page order
• identifying similarities and differences between Arabic and English , and adapting learnt spelling

strategies from one to the other
• finding examples of Arabic used in English and vice versa, discussing why these may be used, for example, falafel, hummus, kebab, candy, sofa, ■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■ ■■■■■■■
• recognising some differences, such as shape, letter direction and punctuation, between handwritten and typed Arabic and English fonts
• comparing the use of formal and informal in Arabic- and English-speaking such as greetings, titles and etiquette, for example, Mr and Mrs and ■■■■ ■■■■■/ ■■■■■■■■■■ ■■■■■■■ ■■■■■■■
Students learn to:

recognise familiar Arabic language features and compare with those of English, in k

(AC9LA4U03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

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Engaging with cultural and linguistic diversity

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Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA4U03

Continuum extract

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

• 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
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9LA4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA4U03

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Snapshot – Communicate responsively

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

Content description

AC9LA4U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA4U03
identifying some differences in sentence construction and syntax between Arabic and English, such as nominal and verbal sentences, for example, ‘the apple the red’ ■■■■■■■ ■■■■■■■

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Snapshot – Communicate responsively

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

Content description

AC9LA4U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

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

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

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

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

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

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AC9LA4U03

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AC9LA4U04

identify connections between Arabic and cultural practices

•

Elaborations

• exploring the meaning of and , using a diagram to show the visible elements such as ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, and the invisible elements such as spoken, preferences and
• reflecting on how they with family and friends compared with unfamiliar people in the community, noticing differences in choice, use and communicative behaviour, for example, ■■/ ■■■/ ■■■■■/ ■■■ ■ ■■■■ ■■■ / ■■■■ / ■■■■■■ / ■■■■■ ■■■■
• understanding that Arabic as a has a standard form called ■■■■■ ■■■■■■■ ■■■■■■, which is mainly used in , and can be used as a common to with others across different communities and
• exploring representations of information used in cultural expressions of First Nations Australians, and making connections with those of Arabic and (s), for example, the different regional used by First Nations groups to identify themselves such as Zenadth Kes, Koori, Koorie, Noongar and Nunga and comparing this with Arabic-speaking cultural groups
• examining aspects of Arabic in familiar , for example, identifying use and behaviours at different celebrations and occasions such as ■■ ■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■■■ ■■■ ■■■ ■■■■■ ■■■■■■■ ■■■■ ■ ■■■■ ■■■■ ■■■■■■■■ ■■■■■ ■■■■■■■ ■■■■■/ ■■■■■■■ ■■■ ■■■■■ ■■■■
• reflecting on and explaining to others the significance of some common Arabic cultural practices and expressions, such as offering visitors food and drink, and serving sweets during special occasions, or coffee in times of mourning
• researching food , etiquette and customs in different Arabic-speaking countries and regional foods available in the local community, for example, ■■■■■■ ■■■ ■■■
• comparing the importance of music and traditional dance in different Arabic-speaking communities, as expressions of cultural and emotions, for example, ■■■■■■ ■■■■■■■■■■ ■■■■■■■■ ■■■■■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■ ■■■■■■■■■■

Students learn to:

identify connections between Arabic language and cultural practices

(AC9LA4U04)

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

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 .

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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.

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

• Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Resources

Snapshot – Communicate responsively

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

Content description

AC9LA4U04

Continuum extract

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

• 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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LA4U04

Continuum extract

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

• 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

• examine how beliefs, values and cultural practices convey meaning and influence people’s sense of identity and belonging

Snapshot – Reflect on the relationship between cultures and identities

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

relationship between cultures and identities

Content description

AC9LA4U04

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Snapshot – Reflect on the relationship between cultures and identities

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

relationship between cultures and identities

Content description

AC9LA4U04

reflecting on how they communicate with family and friends compared with unfamiliar people in the community, noticing differences in word choice, language use and communicative behaviour, for example, ■■/ ■■■/ ■■■■■/ ■■■ ■ ■■■■ ■■■ / ■■■■ / ■■■■■■ / ■■■■■ ■■■■

Continuum extract

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Snapshot – Reflect on the relationship between cultures and identities

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

relationship between cultures and identities

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Snapshot – Reflect on the relationship between cultures and identities

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

relationship between cultures and identities

Content description

AC9LA4U04

examining aspects of Arabic culture in familiar contexts, for example, identifying language use and behaviours at different celebrations and occasions such as ■■ ■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■ ■■■ ■■■■■ ■■■■■■ ■■■■ ■■■ ■■■ ■■■■ ■■■■ ■■■■■■■ ■■■■■ ■■■■■■ ■■■■■/ ■■■■■■ ■■■ ■■■■■

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Snapshot – Communicate responsively

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

Content description

AC9LA4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LA4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LA4U04

comparing the importance of music and traditional dance in different Arabic-speaking communities, as expressions of cultural identity and emotions, for example, [redacted]

Continuum extract

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