(no-code)

and in familiar and some unfamiliar related to students' experiences, feelings and , their in response to others

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•
•

Elaborations

• initiating and sustaining face-to-face, written or online conversations with others to discuss experiences and offer opinions on mutually-interesting topics such as family, friends, education, interests, travel, sport, games, music, for example, ■■■ ■■ ■■■■■■■ ■■■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■ ■ ■■■■■ ■■■■■■■ ■■■■ ■■ ■■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■ ■■■■■ ■■■■■■ ■■■■ ■■ ■■■■■■■■ ■■■■■■■■.

• using strategies and expressions such as apologising, inviting and praising, and interjections with to fill pauses and show understanding and interest when in social situations, for example, ■■■■■■ ■■■■■■ ■■■■■ ■■■■ ■■■■■■■ ■■■■■■■ ■■■■■ ■■■■■■ ■■■■■■■■■■■

• exchanging accounts of significant events such as a recent celebration, expressing about food, and entertainment, for example, ■■■■■ ■■■■■ ■■■■ ■■■■■■ ■■■■■■ ■■ ■■■■■■■ ■■ ■■■■■■■ ■■■■ ■■■■■ ■■■■■■■ ■■■

• supporting debate with point of , justification and examples, and , and acknowledging others' arguments or challenging their in a courteous manner, for example, ■■■■■■ ■■■■■ ■■■■■■■ ■■■■■ ■■■■■■ ■■■■ ■■ ■■■■■■■ ■■ ...

• using descriptive and expressive to encourage feedback and to express empathy, indicate agreement or disagreement and alternative opinions, for example, ■■■■■■■■ ■■■■ ■■■■■■ ■■■■■ ■■■■ ■■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■■

• comparing aspects of their personal worlds such as home, school and social lives, including their use of different and involvement in different cultural practices, for example, ■■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■■ ■■■■■ ■■■■■■■ ■■■■ ■■■■■■■■■ ■■ ■■■■ ■■■■■■■ ■■■■■■■■ ■■ ■■■■■ ■■■■■■■ ■■■■ ■■■■■ ■■■■ ■■■■■■■ ■■ ■■■■■■ ■■■■■ ■■■■■■■ ■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■■ ■■ ■■■■■■■■ ■■■■■ ■■■■

• sharing hopes and feelings, such as for the upcoming weekend or holidays, describing personal plans and ideas, and responding to others' experiences, for example, ■■■■ ■■■■■■ ■■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■ ■■■■■ ■■ ■■■■■■■ ■■■■■■■■ ■■■■■■ ■■ ■■■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■■■■

• using and appropriate non-verbal and spoken for social situations, relationships and , for example, using the polite form when to people who are older or unfamiliar, requesting favours or politely declining, for example, ■■ ■■■■■■■■ ■■ ■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■ ■■ ■■■■■■■ ■■■■■■■ ■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■■■■■

• initiating secure online written such as to a student in an Arabic-speaking country and requesting information about their country, for example, ■■■■■ ■■ ■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■ ■■ ■■■■■ ■■■■■ ■■■■■■■ ■■■■ ■■■■■

• reflecting on the experience of communicating in Arabic at school, at home or in the community, and comparing their development and preferences, ■■■■ ■■ ■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■■■■■■■■ ■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■■ ■■ ■■■■■ ■■ ■■■■■■.

Students learn to:

initiate and sustain exchanges in familiar and some unfamiliar contexts related to st experiences, feelings and views, adjusting their language in response to others

(AC9LA8C01)

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

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 .

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Work Samples

WS01 - ■■ ■■■■■■ (At the restaurant)

Snapshot – Communicate responsively

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

Content description

AC9LA8C01

Continuum extract

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

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

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

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LA8C01

Learning progression extract

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

• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C01

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA8C01

initiating and sustaining face-to-face, written or online conversations with others to discuss experiences and offer opinions on mutually-interesting topics such as family, friends, education, interests, travel, sport, games, music, for example, [redacted].

Continuum extract

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

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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C01
initiating and sustaining face-to-face, written or online conversations with others to discuss experiences and offer opinions on mutually-interesting topics such as family, friends, education, interests, travel, sport, games, music, for example, [redacted].

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LA8C01
using communication strategies and expressions such as apologising, inviting and praising, and interjections with body language to fill pauses and show understanding and interest when interacting in social situations, for example, [redacted]

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C01
using communication strategies and expressions such as apologising, inviting and praising, and interjections with body language to fill pauses and show understanding and interest when interacting in social situations, for example, [redacted]

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LA8C01
exchanging accounts of significant events such as a recent celebration, expressing views about food, activities and entertainment, for example, [redacted]

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C01
exchanging accounts of significant events such as a recent celebration, expressing views about food, activities and entertainment, for example, [redacted]

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C01
supporting debate with point of view, justification and examples, and evaluative language, and acknowledging others' arguments or challenging their views in a courteous manner, for example, [redacted] ...

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C01
supporting debate with point of view, justification and examples, and evaluative language, and acknowledging others' arguments or challenging their views in a courteous manner, for example, [redacted] ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C01

using descriptive and expressive language to encourage feedback and to express empathy, indicate agreement or disagreement and alternative opinions, for example, ■■■■■■■■ ■■■■ ■■■■■■ ■■■■■ ■■■■ ■■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■■

Continuum extract

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

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

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C01

using descriptive and expressive language to encourage feedback and to express empathy, indicate agreement or disagreement and alternative opinions, for example, ■■■■■■■■ ■■■■ ■■■■■■ ■■■■■ ■■■■ ■■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■■

Continuum extract

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

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA8C01

comparing aspects of their personal worlds such as home, school and social lives, including their use of different languages and involvement in different cultural practices, for example, ■■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■■ ■■■■■ ■■■■■■■ ■■■■ ■■■■■■■■ ■■ ■■■■ ■■■■■■■ ■■■■■ ■■■■■■■■ ■■ ■■■■■ ■■■■■ ■■■■■■■■ ■■■■■ ■■■■ ■■■■■■■ ■■ ■■■■■■■ ■■■■■ ■■■■■■■ ■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■■ ■■ ■■■■■■■

Continuum extract

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

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C01

comparing aspects of their personal worlds such as home, school and social lives, including their use of different languages and involvement in different cultural practices, for example, ■■■■■■■ ■■■■

[redacted]

Continuum extract

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

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA8C01

sharing hopes and feelings, such as for the upcoming weekend or holidays, describing personal plans and ideas, and responding to others' experiences, for example, [redacted]

Continuum extract

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

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C01

sharing hopes and feelings, such as for the upcoming weekend or holidays, describing personal plans and ideas, and responding to others' experiences, for example, [redacted]

Continuum extract

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

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

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LA8C01

using and adjusting appropriate non-verbal and spoken language for social situations, relationships and context, for example, using the polite plural form when speaking to people who are older or unfamiliar, requesting favours or politely declining, for example, [redacted]

Continuum extract

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

• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C01
using and adjusting appropriate non-verbal and spoken language for social situations, relationships and context, for example, using the polite plural form when speaking to people who are older or unfamiliar, requesting favours or politely declining, for example, ■■ ■■■■■■■■ ■■ ■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■ ■■ ■■■■■■■ ■■■■■■■ ■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■■■■■

Continuum extract

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LA8C01
initiating secure online written exchanges such as writing to a student in an Arabic-speaking country and requesting information about their country, for example, ■■■■■ ■■ ■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■ ■■ ■■■■■ ■■■■■ ■■■■■■■ ■■■■ ■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C01
initiating secure online written exchanges such as writing to a student in an Arabic-speaking country and requesting information about their country, for example, ■■■■■ ■■ ■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■ ■■ ■■■■■ ■■■■■ ■■■■■■■ ■■■■ ■■■■■

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LA8C01
reflecting on the experience of communicating in Arabic at school, at home or in the community, and comparing their bilingual development and language preferences, ■■■■ ■■ ■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■■■■■■■ ■■ ■■■■■■■■■ ■■■■■■■■ ■■■■■■■■■ ■■ ■■■■■ ■■ ■■■■■■.

Continuum extract

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

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

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

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

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

Resource – WS01 - ■■ ■■■■■■ (At the restaurant)

By the end of Year 8, students initiate and maintain interactions in Arabic language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Arabic to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.

Students apply the conventions of spoken Arabic to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Arabic text, using metalanguage. They reflect on how the Arabic language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

AC9LA8C01

initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others

AC9LA8C05

create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context

AC9LA8U01

apply knowledge of conventions of spoken Arabic to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts

AC9LA8U02

apply understanding of grammatical structures and expressions to compose and respond to texts

AC9LA8C02

collaborate in that involve the of transaction, negotiation and problem-solving to plan projects and events

•

•

Elaborations

• expressing preferences for plans, comparing and contrasting alternatives, and negotiating solutions, for example, [redacted]

• responding to invitations in print, digital or online formats by accepting or declining, and providing reasons for non-attendance, for example, [redacted]

• discussing and planning an ideal trip to an Arabic-speaking country or Australian landmark, justifying decisions and documenting information about tourist attractions, itineraries, guide maps and , for example [redacted]

• collaborating with others to arrange a day out or a birthday party, negotiating and arriving at shared decisions such as how much to spend on presents, what to bring, an itinerary for a day out, for example, [redacted]

• assisting others to resolve real or hypothetical problems and giving advice or providing assistance such as fund raising or visiting a community group, soup kitchen or nursing home, for example, [redacted]

• planning an advertising campaign to improve outcomes and wellbeing for young people, such as encouraging , exercising, taking up a hobby, improving technology literacy or promoting the importance of learning, for example, [redacted]

• creating collaborative resources to assist others, such as deciding on a set of helpful hints for new students or students starting school, travelling to an Arabic-speaking country for the first time, or teaching a skill step-by-step, for example, [redacted]

Students learn to:

collaborate in activities that involve the language of transaction, negotiation and pr to plan projects and events

(AC9LA8C02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication
• Collaboration

Elaborations

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

Social management

• Communication
• Collaboration

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication
• Collaboration

Social management

• Communication
• Collaboration

Social management

• Communication
• Collaboration

Social management

• Communication
• Collaboration

Social management

• Communication
• Collaboration

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication
• Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LA8C02

Learning progression extract

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

• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C02

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C02
expressing preferences for plans, comparing and contrasting alternatives, and negotiating solutions, for example, [redacted]

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C02
expressing preferences for plans, comparing and contrasting alternatives, and negotiating solutions, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Create, communicate and collaborate

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

Content description

AC9LA8C02
responding to invitations in print, digital or online formats by accepting or declining, and providing reasons for non-attendance, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C02
responding to invitations in print, digital or online formats by accepting or declining, and providing reasons for non-attendance, for example, [redacted]

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C02
responding to invitations in print, digital or online formats by accepting or declining, and providing reasons for non-attendance, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C02
discussing and planning an ideal trip to an Arabic-speaking country or Australian landmark, justifying decisions and documenting information about tourist attractions, itineraries, guide maps and activities, for example [redacted]

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C02
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• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C02
collaborating with others to arrange a day out or a birthday party, negotiating and arriving at shared decisions such as how much to spend on presents, what to bring, an itinerary for a day out, for example, [redacted]

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C02
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Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C02
assisting others to resolve real or hypothetical problems and giving advice or providing assistance such as fund raising or visiting a community group, soup kitchen or nursing home, for example, [redacted].

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C02
assisting others to resolve real or hypothetical problems and giving advice or providing assistance such as fund raising or visiting a community group, soup kitchen or nursing home, for example, [redacted].

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C02
planning an advertising campaign to improve outcomes and wellbeing for young people, such as encouraging reading, exercising, taking up a hobby, improving technology literacy or promoting the importance of language learning, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C02
planning an advertising campaign to improve outcomes and wellbeing for young people, such as encouraging reading, exercising, taking up a hobby, improving technology literacy or promoting the importance of language learning, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LA8C02
creating collaborative resources to assist others, such as deciding on a set of helpful hints for new students or students starting school, travelling to an Arabic-speaking country for the first time, or teaching a skill step-by-step, for example, [redacted].

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C02
creating collaborative resources to assist others, such as deciding on a set of helpful hints for new students or students starting school, travelling to an Arabic-speaking country for the first time, or teaching a skill step-by-step, for example, [redacted].

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C02
creating collaborative resources to assist others, such as deciding on a set of helpful hints for new students or students starting school, travelling to an Arabic-speaking country for the first time, or teaching a skill step-by-step, for example, [redacted].

Continuum extract

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

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

AC9LA8C03

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

•
•

Elaborations

• summarising the main ideas of spoken and written , highlighting keywords and cultural references that may contribute to the overall meaning
• using concept maps, charts, and tables to organise, analyse and summarise information from such as television programs, reports and documentaries, and comparing how ideas are in different
• applying knowledge of simple textual structures, features and their to the meaning of unfamiliar and and respond appropriately, for example, [redacted]
• to, or viewing First Nations Australian stories in English and responding to them in spoken or written Arabic
• exchanging videos, slideshows or secure blogs with school students in Arabic-speaking countries, comparing aspects of their community and such as school, local landmarks, festivals and traditions, and presenting the information in new ways
• comparing the use of some simple devices such as imagery, moral or in familiar imaginative , and discussing how these features are used to meaning and entertain an
• stating and explaining personal preferences and opinions about , themes, ideas and events in , using expressions such as [redacted]
• information obtained from such as notices and newspaper announcements in new ways, to inform others about an issue of interest or an upcoming event, for example, [redacted].
• conducting surveys or interviews with others, on familiar topics such as hobbies, studies, social media and opinions about issues, and presenting information in various formats such as graphs, diagrams and reports, for example, [redacted]
• obtaining others' thoughts and opinions regarding topics such as school uniform, rules or use of technology, and using facts, figures and quotes to a persuasive such as a formal email to the principal suggesting changes, for example, [redacted]

Students learn to:

interpret information, ideas and opinions in a range of spoken, written and multimo
respond appropriately to cultural context, purpose and audience

(AC9LA8C03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

People

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

Inquiring

• Identify, process and evaluate information

Creating and exchanging

• Create, communicate and collaborate

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

Social management

• Communication

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA8C03

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

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

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

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

• evaluate the information selected to determine bias and reliability

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LA8C03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g.

"frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LA8C03

Learning progression extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LA8C03

applying knowledge of simple textual structures, features and their purpose to predict the meaning of unfamiliar words and phrases and respond appropriately, for example, ■■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■■■■■ ■■■ ■■■■■ ■■■■■■ ■■ ■■■■■■■■

Continuum extract

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Snapshot – Identify, process and evaluate information

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

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LA8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA8C03

Continuum extract

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LA8C03
stating and explaining personal preferences and opinions about characters, themes, ideas and events in texts, using expressions such as [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA8C03

conveying information obtained from texts such as notices and newspaper announcements in new ways, to inform others about an issue of interest or an upcoming event, for example, ■■■■■ ■■■■ ■■■■■ ■■■■■■■ ■■■■■■■ ■■■■ ■■■■ ■■ ■■■■■■■ ■■■■■■ ■■■ ■■■■■ ■■■■■■.

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA8C03

conducting surveys or interviews with others, on familiar topics such as hobbies, studies, social media and opinions about issues, and presenting information in various formats such as graphs, diagrams and reports, for example, ■■■■■ ■■ ■■■■■ ■■■■■■■ ■■■ ■■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■■ ■■ ■■■■■ ■■ ■■■■■■■.

Continuum extract

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• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LA8C03

obtaining others' thoughts and opinions regarding topics such as school uniform, rules or use of technology, and using facts, figures and quotes to write a persuasive text such as a formal email to the principal suggesting changes, for example, ■■■ ■■ ■■■■ ■■■■■■■ ■■ ■■■■■■ ■:■■ ■■■■■■■ ■■■■■ ■ ■■■■■■■ ■■■■■■■ ■■ ■■■■ ■■■■■ ■■■■ ■■■■■■■■ ■■■ ■■ ■■■■ ■■■■■■■ ■■■■■■■■ ■■ ■■■■

Continuum extract

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

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• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C03
obtaining others' thoughts and opinions regarding topics such as school uniform, rules or use of technology, and using facts, figures and quotes to write a persuasive text such as a formal email to the principal suggesting changes, for example, ■■■ ■■ ■■■■ ■■■■■■■ ■■ ■■■■■■ ■:■■ ■■■■■■■ ■■■■■ ■ ■■■■■■■ ■■■■■■■ ■■ ■■■■ ■■■■■ ■■■■ ■■■■■■■■ ■■■ ■■ ■■■■ ■■■■■■■ ■■■■■■■■ ■■ ■■■■

Continuum extract

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

AC9LA8C04

interpret and non-verbal, spoken and written to meaning in Arabic in familiar and some unfamiliar cultural

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•

Elaborations

• translating and from Arabic into English, and vice versa, using print dictionaries and online dictionaries/translators, to assist with unknown or expressions, reflecting on the challenges associated with transferring meaning from one to another
• comparing own and others' of the same , commenting on differences and similarities between versions and considering possible reasons for these
• to some examples of informal spoken that may have deviations from 'correct' , including changes in order and omissions of , and transcribing into Arabic
• identifying culturally specific vocabulary, for example, ■■■■■■ ■■■■■■ and expressions such as ■■■■■■■ ■■■■■■■■ ■■■ ■■■ ■■■■■ ■■■■■ ■■■ , and discussing the and use of that best reflect meaning, equivalence and contextual appropriateness
• recognising the use of different techniques such as facial expressions, and in different , for example, respectful, devotional or colloquial forms of expression
• creating informative responses to cultural representations of Arabic-speaking communities in Australia, such as The Arabic Film Festival, community festivals or artists' exhibitions, explaining particular or images in terms of cultural associations
• explaining linguistic variation in according to their intended and degree of formality, for example, changing from Modern Standard Arabic to informal Arabic or Arabic to indicate changes in relationship between participants or degrees of formality ■■■■ ■■■■■ ■■■■■
• identifying and translating and expressions that reflect cultural or history, such as in popular Arabic proverbs, poems or short extracts from traditional fables and legends, and considering how to adapt or to equivalent meanings in English, for example, ■■ ■■■■ ■■■ ■■■■■ ■■■ ■■■■■ ■■ ■■■ ■■ ■■■ ■■■ ■■■ ■■■ ■ ■■ ■■■■ ■■■ ■■■■■ ■■■■

Students learn to:

interpret and adjust non-verbal, spoken and written language to convey meaning in familiar and some unfamiliar cultural contexts

(AC9LA8C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Investigating

• Acquire and collate data

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA8C04

Continuum extract

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

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

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LA8C04

Learning progression extract

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

Comprehension

• reads and views complex texts (see Text complexity)

• identifies the main themes or concepts in complex texts by synthesising key ideas or information

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LA8C04

Learning progression extract

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

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

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9LA8C04

Continuum extract

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

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

processes in the context of identified problems

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA8C04

Continuum extract

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

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

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8C04

Continuum extract

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

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

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA8C04

Continuum extract

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

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA8C04

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA8C04

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8C04

Continuum extract

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

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA8C04

Continuum extract

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

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

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA8C04

Continuum extract

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

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

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA8C04

Continuum extract

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LA8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA8C04

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8C04
identifying and translating words and expressions that reflect cultural values or history, such as in popular Arabic proverbs, poems or short extracts from traditional fables and legends, and considering how to adapt or adjust language to convey equivalent meanings in English, for example,
[illegible]

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA8C04
identifying and translating words and expressions that reflect cultural values or history, such as

in popular Arabic proverbs, poems or short extracts from traditional fables and legends, and considering how to adapt or adjust language to convey equivalent meanings in English, for example, ■■ ■■■■ ■■■ ■■■■■ ■■■ ■■■■■ ■■ ■■■ ■■ ■■■ ■■■ ■■■ ■■■ ■ ■■ ■■■■ ■■■ ■■■■■ ■■■■

Continuum extract

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

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

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

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

AC9LA8C05

and present spoken, written and , informative and imaginative for specific , selecting vocabulary, expressions, grammatical structures, features and appropriate to type and

•

•

Elaborations

• organising information and presenting it to an Arabic-speaking , for example, creating a visual presentation comparing cultural aspects of life at school and at home for an of school-aged Arabic speakers or a video recording of a cooking demonstration for their classmates, for example, ■■■■ ■■■■■■■ ■■■■■: ■■■ ■■■■ ■■■■■ ■■■■■ ■■■

• producing about Arabic community events in print or multimedia formats, such as an advertisement to promote a concert or festival or a flyer for an interview with an Arabic-speaking guest on a community radio station, for example, ■■■■ ■■■ ■■■■■■ ■■■■■■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■

• and performing a play, cultural demonstration, skit or song for a school or community concert or assembly, using Arabic for the and English for supporting explanations, subtitles and commentary, for example, the first day at a new school, participating in a festival, appearing on a reality television show

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

• reporting on and comparing own and others' experiences of events and such as a school camp, for example, ■■■■■■■ ■■■ ■■■■■■ ■■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■■■ ■■■■ ■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■■■ ■■ ■■■■■■■ ■■■ ■■■■ ■■ ■■■■ ■■■■■■ ■■■■ ■■■■■■■ ■■■■■ ■■■■■■■

• creating modified versions of traditional Arabic stories and films, such as ■■■■ ■■■■■ ■■■■■■■■ ■■■■■■■, by introducing new or scenes or alternative endings

• creating a short film about social among different speakers of Arabic, explaining cultural elements that may vary in different parts of the Arabic-speaking world and which may be unfamiliar to viewers, for example, ■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■■■■■ ■■■ ■■■■■■ (■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■)■ ■■■■■■ ■■■■■ ■■■■■■ ■■■ ■■■■■■■.

• animating their own imaginative fables, picture books, stories or cartoons in Arabic with morals and to present to younger , using devices and themes to and excite, for example, ■■■■■ ■■■■ ■■■■■■ ■■■■■ ■■■: ■■■■■ ■■■■■ ■■■■■■

• menus, recipes or programs for Arabic-themed events, with key information in Arabic and explanatory footnotes or glossaries in English, for class parties, cooking sessions, cultural celebrations, for example, steps to make ■■■■■■ ■■■■■ ■■■■■ ■■■■■■

• using to a slideshow with an audio track about a planned trip to an Arabic-speaking country, including famous places to visit, cultural events to attend and foods to eat, for example, ■■■■■■ ■■■■■ ■■ ■■■■■■ ■■■■■ ■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■ ■■ ■■■■■■

Students learn to:

create and present spoken, written and multimodal, informative and imaginative tex purposes, selecting vocabulary, expressions, grammatical structures, features and appropriate to text type and context

(AC9LA8C05)

General capabilities and cross-curriculum priorities

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

priorities.

Creating and exchanging

• Create, communicate and collaborate

Speaking and listening

• Speaking

Writing

• Creating texts

• Creating texts

Elaborations

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

Creating and exchanging

• Create, communicate and collaborate

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Social management

• Communication

• Collaboration

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

Generating

• Create possibilities

Social management

• Communication

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Explore the influence of cultures on interactions

Social management

• Communication

Generating

• Create possibilities

Social management

• Communication

Navigating intercultural contexts

• Adapt in intercultural exchanges

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Resources

Work Samples

WS01 - ■■ ■■■■■■ (At the restaurant)

Snapshot – Create, communicate and collaborate

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

Content description

AC9LA8C05

Continuum extract

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

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

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

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LA8C05

Learning progression extract

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

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas

• organises more complex ideas or concepts logically, selecting details to accentuate key points

• speaks audibly and coherently to a less familiar audience for a sustained period

• shows increasing awareness of audience by moderating length, content and delivery of spoken texts

• adjusts register according to purpose and audience

• does research to prepare spoken texts

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

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)

• uses language creatively (e.g. "the moon shines bravely")

• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")

• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")

• consistently uses a range of synonyms to add variety and precision to spoken text

• uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

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

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

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

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

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

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

Vocabulary

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

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

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

• uses rich, evocative, descriptive language

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

Crafting ideas

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

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LA8C05

Learning progression extract

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Grammar)

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LA8C05

Learning progression extract

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

Crafting ideas

• creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
• selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
• uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
• uses actions and events to develop the character
• orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
• creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

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

Vocabulary

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

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LA8C05
organising information and presenting it to an Arabic-speaking audience, for example, creating a visual presentation comparing cultural aspects of life at school and at home for an audience of school-aged Arabic speakers or a video recording of a cooking demonstration for their classmates, for example, [redacted]

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LA8C05
organising information and presenting it to an Arabic-speaking audience, for example, creating a

visual presentation comparing cultural aspects of life at school and at home for an audience of school-aged Arabic speakers or a video recording of a cooking demonstration for their classmates, for example, [redacted]:

Continuum extract

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

• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

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

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LA8C05

producing texts about Arabic community events in print or multimedia formats, such as an advertisement to promote a concert or festival or a flyer for an interview with an Arabic-speaking guest on a community radio station, for example, [redacted]

Continuum extract

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

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C05

producing texts about Arabic community events in print or multimedia formats, such as an advertisement to promote a concert or festival or a flyer for an interview with an Arabic-speaking guest on a community radio station, for example, [redacted]

Continuum extract

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

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C05

Continuum extract

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

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

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LA8C05

Continuum extract

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

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C05

reporting on and comparing own and others' experiences of events and activities such as a school camp, for example, [redacted]

Continuum extract

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

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

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

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LA8C05

Continuum extract

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

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C05

Continuum extract

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

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

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

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LA8C05

creating a short film about social interactions among different speakers of Arabic, explaining cultural elements that may vary in different parts of the Arabic-speaking world and which may be

unfamiliar to viewers, for example, ■■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■■■■■ ■■■■■■■■■ ■■■ ■■■■■■ (■■■■■ ■■■ ■■■■■ ■■■■■ ■■■■ ■■■■)■ ■■■■■■ ■■■■■ ■■■■■■ ■■■ ■■■■■■■.

Continuum extract

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

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

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LA8C05

creating a short film about social interactions among different speakers of Arabic, explaining cultural elements that may vary in different parts of the Arabic-speaking world and which may be unfamiliar to viewers, for example, ■■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■■■■■ ■■■■■■■■■ ■■■ ■■■■■■ (■■■■■ ■■■ ■■■■■ ■■■■■ ■■■■ ■■■■)■ ■■■■■■ ■■■■■ ■■■■■■ ■■■ ■■■■■■■.

Continuum extract

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

• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C05

creating a short film about social interactions among different speakers of Arabic, explaining cultural elements that may vary in different parts of the Arabic-speaking world and which may be unfamiliar to viewers, for example, ■■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■■■■■ ■■■■■■■■■ ■■■ ■■■■■■ (■■■■■ ■■■ ■■■■■ ■■■■■ ■■■■ ■■■■)■ ■■■■■■ ■■■■■ ■■■■■■ ■■■ ■■■■■■■.

Continuum extract

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

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

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

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LA8C05

animating their own imaginative fables, picture books, stories or cartoons in Arabic with morals and values to present to younger audiences, using language devices and themes to engage and excite, for example, ■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■ ■■■■: ■■■■■■ ■■■■■■ ■■■■■■■

Continuum extract

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

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a

range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C05
animating their own imaginative fables, picture books, stories or cartoons in Arabic with morals and values to present to younger audiences, using language devices and themes to engage and excite, for example, ■■■■■■ ■■■■■ ■■■■■■■ ■■■■■■ ■■■■: ■■■■■■ ■■■■■■ ■■■■■■■

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LA8C05

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C05

Continuum extract

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LA8C05
using digital tools to create a slideshow with an audio track about a planned trip to an Arabic-speaking country, including famous places to visit, cultural events to attend and foods to eat, for example, ■■■■■■■ ■■■■■■ ■■ ■■■■■■■ ■■■■■■ ■■■■ ■■■■■ ■■■■■■■ ■■■■■■■ ■■■■ ■■ ■■■■■■■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8C05
using digital tools to create a slideshow with an audio track about a planned trip to an Arabic-speaking country, including famous places to visit, cultural events to attend and foods to eat, for example, ■■■■■■ ■■■■■ ■■ ■■■■■■ ■■■■■ ■■■ ■■■■ ■■■■■■ ■■■■■■ ■■■ ■■ ■■■■■■

Continuum extract

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

AC9LA8U01

apply knowledge of of spoken Arabic to enhance , and to respond to and in familiar and some unfamiliar

•
•

Elaborations

• distinguishing the sounds of Arabic letters that use dots such as ■■ ■■ ■ or ■■ ■■ ■■ ■■ ■■ ■■ ■■ ■■ ■ , to increase clarity of and
• recognising features of the Arabic sound system, discriminating use of , and sound flow, using grammatical knowledge such as and ■■■■■ to help the meaning of new
• experimenting with , , emotion and to enhance a by the intended sentiment and meaning of songs and
• using prior knowledge of the Arabic sound system to spelling of new and unfamiliar or transcribing spoken such as poems or dialogues
• estimating the sound and meaning of based on their understanding of the system and linking them in an organised pattern, for example, ■■■■■■/■■■■■■
• to short with unfamiliar , different speed, and clarity to develop auditory and , including discriminating between the range of and combinations such as ■■■■■■■ ■ ■■■■■ ■■■■■ , for example, / ■■■■ ■■■■■■ ■■■■■ ■■■ / ■■■■■ ■■■■/ ■■■■

Students learn to:

apply knowledge of conventions of spoken Arabic to enhance fluency, and to respo

texts in familiar and some unfamiliar contexts

(AC9LA8U01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Analysing

• Interpret concepts and problems

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - ■■ ■■■■■■ (At the restaurant)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LA8U01

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U01

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U01

Continuum extract

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

Resource – Arabic language resource

Arabic

Language support resource

The Arabic Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Arabic. It is optional and includes illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language

learning. For example, if a Year 5 student is learning Arabic for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.
Thematic contexts for language use
Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.
Download

Resource – WS01 - ■■ ■■■■■■ (At the restaurant)

By the end of Year 8, students initiate and maintain interactions in Arabic language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Arabic to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.

Students apply the conventions of spoken Arabic to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Arabic text, using metalanguage. They reflect on how the Arabic language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

AC9LA8C01

initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others

AC9LA8C05

create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context

AC9LA8U01

apply knowledge of conventions of spoken Arabic to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts

AC9LA8U02

apply understanding of grammatical structures and expressions to compose and respond to texts

AC9LA8U02

apply understanding of grammatical structures and expressions to compose and respond to

•
•

Elaborations

• applying punctuation in such as spacing rules, commas, full stops, colons, hyphen
• using form of personal , possessive and in both masculine and feminine forms, for example, ■■

[redacted]
• understanding [redacted], conjugations [redacted] and s
masculine sound , [redacted] broken , [redacted] and feminine [redacted]
• understanding the rules of with definite and indefinite , for example, [redacted]
• using [redacted] in addition to the present to express future plans, for example, [redacted]
[redacted]
• using interrogative and expressions such as [redacted], to ask and make requests, for example, [redacted]
[redacted]
• expanding their knowledge of noun-adjective agreement, for example, [redacted]
[redacted]
• using comparative and superlative to compare 2 or more , for example, [redacted]
[redacted]
• using a variety of of time, place, frequency and manner, for example, [redacted]
[redacted]
• using [redacted] to make comparisons between people or actions and to link , for example, [redacted]
[redacted]
• expanding their understanding of ordinal numbers to count hours, minutes and seconds, for example,
am – [redacted] pm – [redacted]
• using the ordinal and cardinal numbers from 3 to 10 with gender-noun agreement [redacted]
[redacted]
• representing Arabic digitally in , using an Arabic keyboard or tools

Students learn to:

apply understanding of grammatical structures and expressions to compose and re

(AC9LA8U02)

General capabilities and cross-curriculum priorities

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

Writing

• Grammar

Social management

• Communication

Elaborations

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

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Managing and operating

• Select and operate tools

Social management

• Communication

Resources

Work Samples

WS01 - ■■ ■■■■■■ (At the restaurant)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LA8U02

Learning progression extract

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

Grammatical accuracy

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

Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")

• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

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

Sentence level

• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect

• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

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

Grammatical accuracy

• writes well-structured texts, rarely making grammatical errors

Group and word level

• presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")

• selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for

effect, clarity or complexity of description
• uses nominalisations to create concise noun groups/phrases
• intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
• maintains subject-verb agreement in complex sentences

Sentence level

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

Whole text level

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LA8U02
using plural form of personal pronoun, possessive pronouns and nouns in both masculine and feminine forms, for example, ■■ ■■■■■■■ ■■■■ ■■■■■■■ ■■ ■■■■■■■

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02

using plural form of personal pronoun, possessive pronouns and nouns in both masculine and feminine forms, for example, ■■ ■■■■■■■■ ■■■■■ ■■■■■■■■ ■■ ■■■■■■■■

Continuum extract

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

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA8U02

Continuum extract

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

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02

Continuum extract

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

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02

understanding the rules of prepositions with definite and indefinite nouns, for example, ■■ ■■■■■■■■ ■■■ ■■■■■

Continuum extract

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

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02

using ■■■ in addition to the present tense to express future plans, for example, ■■■ ■■■■ ■■■ ■■■■■■■■ ■■■ ■■■■■■■■■ ■■■■■■■■ ■■■ ■■■■■■ ■■■■■■■ ■■■ ■■■■■■■■■■■

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02
using interrogative words and expressions such as [redacted], to ask questions and make requests, for example, [redacted]

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02
expanding their knowledge of noun-adjective agreement, for example, [redacted]

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02
using comparative and superlative adjectives to compare 2 or more nouns, for example, [redacted]

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02
using a variety of adverbs of time, place, frequency and manner, for example, [redacted]

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02

using conjunctions ■■■■■ to make comparisons between people or actions and to link sentences, for example, ■■■■■ ■■■■ ■■■■ ■■■■ ■■■■■ ■■■■ ■■■ ■■■■■■ ■■■ ■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02

expanding their understanding of ordinal numbers to count hours, minutes and seconds, for example, am – ■■■■■■ pm – ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02

using the ordinal and cardinal numbers from 3 to 10 with gender-noun agreement ■■■■ ■■■■■■ ■■■ ■■■■■ ■ ■■■■ ■■■■■■■ ■■■■■ ■■■■

Continuum extract

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

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

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

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LA8U02

Continuum extract

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

• select and use the core features of digital tools to efficiently complete tasks

• troubleshoot basic problems and identify repetitive tasks to automate

• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks

• troubleshoot common problems and automate repetitive tasks

• select and operate advanced and emerging digital tools confidently

• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LA8U02

Continuum extract

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

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

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

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

AC9LA8U03

reflect on similarities and differences between Arabic and English and features, using

•

•

Elaborations

• examining how the structures and features of a variety of informative Arabic and English , including online and digital , such as reports and , reflect their intended and how the choice of vocabulary reflects ideas and

• continuing to build in Arabic and English to discuss and describe grammatical concepts and to organise learning resources such as charts, vocabulary lists, groups of , and

• comparing Arabic and English structure, order and different types of such as nominal and verbal and highlighting particular parts of speech to demonstrate understanding

• comparing Arabic and English such as horoscopes, prayers or weather forecasts, explaining the choice of particular , devices and organisation

• teaching younger students or Arabic learners about some key differences between Arabic and English , using a variety of terms and support resources such as flash cards, diagrams, charts or tables

• reflecting on the use of new colloquial or abbreviated Arabic in technology and social media, and the use of borrowed from English in Arabic such as ■■■■■ ■■■■ ■■■■■■■

• analysing how in both Arabic and English specific effects by using particular aspects of such as superlative and imperative forms, in advertisements designed to persuade customers

• understanding the role and the difference between Arabic and English and cohesive devices, for example, I'm on the bus, ■■■ ■■ ■■■■■■■ , I ate an apple, a lemon and a carrot, ■■■■ ■■■■■■ ■■■■■■■■ ■■■■■■ on Sunday ■■■ ■■■■■

Students learn to:

reflect on similarities and differences between Arabic and English language structu using metalanguage

(AC9LA8U03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U03

Continuum extract

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

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA8U03

Continuum extract

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

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

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U03

Continuum extract

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

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements

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

Snapshot – Communicate responsively

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

Content description

AC9LA8U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U03

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Snapshot – Communicate responsively

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

Content description

AC9LA8U03

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The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U03

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Snapshot – Communicate responsively

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

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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Snapshot – Communicate responsively

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

Content description

AC9LA8U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U03

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

Snapshot – Communicate responsively

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

Content description

AC9LA8U03

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Snapshot – Communicate responsively

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

Content description

AC9LA8U03

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Snapshot – Communicate responsively

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

Content description

AC9LA8U03

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Snapshot – Communicate responsively

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

Content description

AC9LA8U03

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

AC9LA8U04

reflect on and explain how is shaped by (s), (s), , and

•

•

Elaborations

• recognising that Arabic , cultural practices and spiritual are deeply interrelated, such as the use of Arabic in religion, ancient , ceremonies and sacred duties, for example, ■■■■■■■■■ ■■■■■■■■■ ■■ ■■■■■■■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■■■■■

• discussing cultural in that suggest differences in , traditions, ideas or , for example, ■■■■■■■■ ■■■■■■■■■■ ■■■■■■: ■■■■ ■■■■■ ■■■■■ ■■■■■■■■■■ ■■■■■■■■■■■ ■■■■■■■■ ■■■■: ■■ ■■■■ ■■■■■■ ■■ ■■■■ ■■■■■■■ ■■■■■■■■■ ■■■■■ ■■■■■ ■■ ■■■■■■■■■■■: ■■■■ ■■■■■■■ ■■■■■■ ■■■■■■ ■■■■/■■■■■ ■■■■■■■■■■

• exploring the importance of music and traditional dance in some Arabic as an expression of and comparing with the music and dance of other cultural groups, for example, ■■■■■■■ ■■■■■■■ ■■■■■■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■■■■ ■■■■■■ / ■■■■■■■

• examining, in Arabic or English, how First Nations Australians' have strong connections to , and how these can be compared with variation across Arabic-speaking countries and regions

• reflecting on the influence of Arabic on their own style, for example, using , or expressions with particular cultural significance in Arabic such as kissing your own right hand, then raising your eyes and your right hand to express thanks, and discussing whether they modify their style when in English

• comparing choices of and behaviours when communicating in Arabic and English, explaining the modifications they make and why, for example, when addressing older people using titles such as Mr or Miss, ■■■■■■■ ■■■■■■■■ ■■■■■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■■■

• researching and reporting on the influence of Arabic and in local and broader Australian communities, food and entertainment industries, media and education, for example, Lebanese restaurants and bakeries, the Arab Film Festival, SBS Arabic radio and television, Arabic schools

• reflecting on choices they make when with friends who speak both Arabic and English, identifying instances when they move between different or for either practical or cultural reasons

• interviewing relatives or community members about changes in the Arabic and its use over time, such as the emergence and use of 'Arabish' or 'Enlabic' in younger generations, for example, adding '-ing' to Arabic or adding 's' to in Arabic ■■■ ■■ ■■■■■■■■ ■■■■ ■■■■■■■ ■■ ■■■■■

Students learn to:

reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values

(AC9LA8U04)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Country/Place

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U04

Continuum extract

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

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA8U04

Continuum extract

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

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

their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communicate responsively

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

Content description

AC9LA8U04
recognising that Arabic language, cultural practices and spiritual beliefs are deeply interrelated, such as the use of Arabic in religion, ancient texts, ceremonies and sacred duties, 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 o relationship between cultures and identities

Content description

AC9LA8U04
recognising that Arabic language, cultural practices and spiritual beliefs are deeply interrelated, such as the use of Arabic in religion, ancient texts, ceremonies and sacred duties, for example, ■■■■■■■■ ■■■■■■■■ ■■ ■■■■■■■■■■ ■■■■■■■ ■■■■■■ ■■■■■■■

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U04
discussing cultural cues in communication that suggest differences in culture, traditions, ideas or values, for example, ■■■■■■■ ■■■■■■■■■ ■■■■■: ■■■ ■■■■■ ■■■■■ ■■■■■■■■■ ■■■■■■■■■■ ■■■■■■ ■■■■■ ■■ ■■■ ■■■■■ ■■■■■ ■■■■■■ ■■■■■■■■■ ■■■■■ ■■■■■ ■■ ■■■■■■■■■■: ■■■ ■■■■■■■ ■■■■■ ■■■■■■■■■ ■■■■■ ■■■■■.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

Snapshot – Communicate responsively

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

Content description

AC9LA8U04

discussing cultural cues in communication that suggest differences in culture, traditions, ideas or values, for example, ■■■■■■■■ ■■■■■■■■■■ ■■■■■■: ■■■■ ■■■■■ ■■■■■ ■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■ ■■■■■■ ■■ ■■■■ ■■■■■■ ■■■■■■ ■■■■■■■ ■■■■■■■■■ ■■■■■ ■■■■■ ■■ ■■■■■■■■■■: ■■■■ ■■■■■■■ ■■■■■ ■■■■■■■■■■ ■■■■■ ■■■■■■.

Continuum extract

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

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA8U04

exploring the importance of music and traditional dance in some Arabic cultures as an expression of identity and comparing with the music and dance of other cultural groups, for example, ■■■■■■■ ■■■■■■■ ■■■■■■■■■■■ ■■■■■■■ ■■■■■■■ ■■■■■■■■ ■■■■■■ / ■■■■■■■

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U04

Continuum extract

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

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LA8U04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U04

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Snapshot – Communicate responsively

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

Content description

AC9LA8U04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U04

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Snapshot – Communicate responsively

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

Content description

AC9LA8U04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U04

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Snapshot – Communicate responsively

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

Content description

AC9LA8U04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LA8U04

interviewing relatives or community members about changes in the Arabic language and its use over time, such as the emergence and use of ‘Arabish’ or ‘Enlabic’ in younger generations, for example, adding ‘-ing’ to Arabic words or adding ‘s’ to plurals in Arabic [redacted]

Continuum extract

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Snapshot – Communicate responsively

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

Content description

AC9LA8U04
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The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected