

AC9LAF01

with support, recognise and meaning in Arabic

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Elaborations

- using simple greetings and relevant to the time of day, for example, **صباح الخير** **مساء الخير** **صباح الخير** **مساء الخير**
- using puppets to introduce themselves or share simple information, for example, **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد**
- sharing likes and dislikes using and keywords, for example, **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد**
- participating in class and following instructions using movement and actions, for example, **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد**
- imitating Arabic and copying , and the mouth shape and tongue position of the teacher, for example, **أنا** – **أحمد** **أنا** – **أحمد**
- participating in a range of songs and , using musical instruments and clapping to chant Arabic letters and , for example, **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد**
- responding to simple descriptive to guess a concealed item in a bag or box such as a pencil, spoon, ball, soft toy or fruit, for example, **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد**
- to simple instructions and keywords in Arabic to build an object or add body parts, shapes or colours to a drawing or sculpture, for example, **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد**
- engaging in play with blocks, props, toys or concrete materials to construct items, using simple Arabic to talk about number, colour and shape, for example, **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد**
- participating in shared of familiar stories, sharing thoughts about and events, and noticing that an Arabic book is read from right to left
- participating in group of familiar stories or sensory books in Arabic, repeating key and simple descriptions
- re-enacting stories with puppets, props or actions
- identifying familiar objects in the classroom by labelling, naming, pointing, matching, clicking and dragging, drawing and tracing **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد**
- playing digital games to count, sort, order, match and , for example, **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد** **أنا** **أحمد**

Students learn to:

with support, recognise and communicate meaning in Arabic

(AC9LAF01)

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

- Speaking

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

- Communicate responsively

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- Communication

Resources

Work Samples

WS01 - ■■■■■■ ■■■■■■■■ (My Arabic letters)

Snapshot – Communicate responsively

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

Content description

AC9LAF01

Continuum extract

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

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LAF01

Learning progression extract

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

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events

- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Communicate responsively

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

Content description

AC9LAF01

using simple greetings and gestures relevant to the time of day, for example, ■■■■ ■■■■■■ ■■■■

■■■■■■ ■■■■ ■■■■

Continuum extract

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LAF01

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Continuum extract

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LAF01

using puppets to introduce themselves or share simple information, for example, ■■■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■

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Personal and Social capability: Social management: Communication

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AC9LAF01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LAF01

sharing likes and dislikes using modelled language and keywords, for example, ■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■ ■■■■ ■■■■

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LAF01

participating in class activities and following instructions using movement and actions, for example, ■■■/ ■■■■■ ■■■■■/■■■■■■■■ ■■■■ ■■■ ■■■■■■■■ ■■■■ ■■■■■■■■

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Snapshot – Communicate responsively

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

Content description

AC9LAF01

imitating Arabic pronunciation and copying gestures, body language and the mouth shape and tongue position of the teacher, for example, ■■ – ■■■■■■■■ ■ – ■■■■■■

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Snapshot – Communication

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Snapshot – Communicate responsively

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

Content description

AC9LAF01

participating in a range of songs and rhymes, using musical instruments and clapping to chant Arabic letters and words, for example, ■■■■■■ ■■■■■■ ■■■■■■■■ ■■■■■ ■■■■■■■■ ■■■■■ ■■■■■■■■ ■■■■■■

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Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LAF01

responding to simple descriptive language to guess a concealed item in a bag or box such as a pencil, spoon, ball, soft toy or fruit, for example, ■■■ ■■■■/■■■■ ■■■ ■■■■/■■■■■ ■■■ ■■■■/■■■■■ ■■■ ■■■■■■

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Snapshot – Communicate responsively

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

Content description

AC9LAF01

listening to simple instructions and keywords in Arabic to build an object or add body parts, shapes or colours to a drawing or sculpture, for example, ■■■■ ■■■■■■ ■■■■ ■■■■■■ ■■■■ ■■■■

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Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LAF01

engaging in play with blocks, props, toys or concrete materials to construct items, using simple Arabic to talk about number, colour and shape, for example, ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LAF01

identifying familiar objects in the classroom by labelling, naming, pointing, matching, clicking and dragging, drawing and tracing ■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■ ■■■■ ■■■■

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LAF01

playing digital games to count, sort, order, match and imitate language, for example, ■■■■■ ■■■■■
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Continuum extract

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Resource – Arabic language resource

Arabic

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

Resource – WS01 - ■■■■■ ■■■■■ (My Arabic letters)

By the end of the Foundation year, students use play and imagination to interact and create Arabic texts, with support. They identify that Arabic and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

AC9LAF01

with support, recognise and communicate meaning in Arabic

AC9LAF02

explore, with support, of Arabic noticing similarities and differences between Arabic and English

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Elaborations

- observing that written Arabic uses different letters from English. and that Arabic is always written in cursive and letters usually connect to their neighbouring letters, unlike English which can be written in either print or cursive form, for example, **ا ب ج - ا ب ج**
- tracing and practising Arabic letters and numbers starting from the right side of the page
- noticing when Arabic or English is being spoken in the classroom, and comparing some familiar or expressions such as, “Hello, how are you?” **مرحباً، كيف أنت؟**
- making or drawing pictures to represent Arabic letter shapes, using tactile materials such as modelling clay or pipe cleaners, for example, the letter **ا** looks like a boat on the sea with waves beside it
- describing in their own , using pictures and as support, observable differences between Arabic and English, such as letters, direction, , letter shapes, with the teacher transcribing findings on a poster or the whiteboard, for example, s - **س**
- making connections with the Arabic origins of and used in everyday life in Australia, for example, identifying food names such as **خبز، أرز، لبن، زيتون، فواكه**
- experimenting with sounds used in Arabic, for example, animal noises **مزمزم، دجاجة، كوكاكولا** and comparing these with sounds in English and other represented in the class
- noticing that the Arabic spoken at home, with relatives, or in the local community, may sound different from the Standard Arabic learnt in the classroom, for example, **أبوك- أمي/أختي أختي – أختي/أختي**

Students learn to:

explore, with support, language features of Arabic noticing similarities and differences

Arabic and English

(AC9LAF02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

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Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9LAF02

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LAF02

Learning progression extract

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

Phonic knowledge

- says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")
- identifies and names letters for taught single-letter graphemes
- blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g. "at") and consonant-vowel-consonant (CVC) words (e.g. "hop")
- identifies first phoneme in words
- orally segments CVC words (e.g. "c-a-t", "h-a-t")
- recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

Word recognition

- reads taught high-frequency words in a text and in the environment (e.g. "the", "to", "I", "no", "said")

Phonic knowledge

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes
- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. "was", "you", "one", "said", "have", "were")

Phonic knowledge

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")

- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LAF02

observing that written Arabic uses different letters from English. and that Arabic is always written in cursive and letters usually connect to their neighbouring letters, unlike English which can be written in either print or cursive form, for example, ■ ■ ■ - ■■■■

Continuum extract

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

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

Snapshot – Develop multiple perspectives

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

Content description

AC9LAF02

observing that written Arabic uses different letters from English. and that Arabic is always written in cursive and letters usually connect to their neighbouring letters, unlike English which can be written in either print or cursive form, for example, ■ ■ ■ - ■■■■

Continuum extract

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- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Develop multiple perspectives

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

Content description

AC9LAF02

noticing when Arabic or English is being spoken in the classroom, and comparing some familiar words or expressions such as, "Hello, how are you?" ■■■■■■■■ ■■■ ■■■■■ ■■■■■■■ ■■■ ■■■■■ ■■■■ ■■■■■ ■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LAF02

describing in their own words, using pictures and gestures as support, observable differences between Arabic and English, such as letters, text direction, diacritic marks, letter shapes, with the teacher transcribing findings on a poster or the whiteboard, for example, s - ■

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

Content description

AC9LAF02

describing in their own words, using pictures and gestures as support, observable differences between Arabic and English, such as letters, text direction, diacritic marks, letter shapes, with the teacher transcribing findings on a poster or the whiteboard, for example, s - ■

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Develop multiple perspectives

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

Content description

AC9LAF02

making connections with the Arabic origins of words and phrases used in everyday life in Australia, for example, identifying food names such as ■■■■■■ ■■■■■■ ■■■■ ■■■■■■■■ ■■■■

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Communicate responsively

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

Content description

AC9LAF02

Continuum extract

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

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

Snapshot – Develop multiple perspectives

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

Content description

AC9LAF02

noticing that the Arabic language spoken at home, with relatives, or in the local community, may sound different from the Standard Arabic language learnt in the classroom, for example, ■■■■-■■■/■■■■■ ■■■■ – ■■■■■■/■■■■■

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- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
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- AC9LAF03**

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- watching simple clips showing famous sites, foods, dress, cultural , events and associated in Arabic-speaking communities and discussing observations and what was interesting, surprising, familiar, etc.
- participating in a class or school event celebrating Arab (s) and (s), and trying some traditional foods, games, to a guest speaker or dancing to traditional music
- locating Arabic-speaking countries and regions on a world map, understanding that Arabic is spoken in Australia and around the world, noticing how local names of streets, places and landmarks can have their origins in (s) of First Nations Australians
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia

...

- exchanging ideas, feelings and understandings of and through play-based learning experiences such as playing dress-ups, making a pretend restaurant or market stands, with props, and puppets, for example, **■■■■■ ■■■■■■ ■■■■ ■■■■■■ (■■■■■■■) ■■■■■■ (■■■■) ■■■■■■ (■■■■■■■■■) ■■■■■■ ■■■■■■**

explore connections between language and culture

General capabilities and cross-curriculum priorities

Inquiring

- Communicate responsively

- Explore the influence of cultures on interactions

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 .

- Explore the influence of cultures on interactions

- Identify, process and evaluate information

- Explore the influence of cultures on interactions

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LAF03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LAF03

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LAF03

Continuum extract

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LAF03

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LAF03

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Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LAF03

Continuum extract

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

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- describe how their cultural identities influence interactions with others

Snapshot – Communicate responsively

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

Content description

AC9LAF03

exploring the different languages, dialects and gestures used by class members and listening to the different sounds and ways of saying common words or expressions such as “Good morning”, “My name is ...” ■■■■ ■■■■/■■■■ ■■■■/■■■■ ■■■■ ■■■■ ...

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LAF03

observing, through a variety of authentic resources and materials, that members of various Arabic-speaking communities may say and do everyday things differently from themselves such as ■■■■■■■■■■ ■■■■■■■■ ■■■ ■■■■ ■■■ ■■■■ ■■■■■■ ■■ ■■■ ■■■■

Continuum extract

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- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Develop multiple perspectives

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

Content description

AC9LAF03

exchanging ideas, feelings and understandings of language and culture through play-based learning experiences such as playing dress-ups, making a pretend restaurant or market stands, with props, realia and puppets, for example, ■■■■ ■■■■■■ ■■■ ■■■■ (■■■■■)■ ■■■■ (■■■)■ ■■■■ (■■■■■■■) ■■■■■■

■■■■■■■■ ■■■■■■ ■■■■■■■■

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Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LAF03

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