**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessment Tasks’ table.   
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** | | | | | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Socialising** | | | | | | **Informing** | | | | **Creating** | | | | **Translating** | | | | **Reflecting** | | | |
|  | **Content Description** | Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities  [(VCARC137)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC137) | | Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions  [(VCARC138)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC138) | | Interact in classroom activities, such as creating and following shared rules and procedures, expressing opinions, and asking for and providing clarification  [(VCARC139)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC139) | | Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds  [(VCARC140)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC140) | | Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences  [(VCARC141)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC141) | | Share responses to a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, fables and films, by expressing opinions on key ideas, characters and actions, and making connections with own experiences and feelings  [(VCARC142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC142) | | Create and perform imaginative texts in print, digital or online formats, such as songs, stories, video clips or short plays, based on a stimulus, concept or theme  [(VCARC143)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC143) | | Translate and interpret texts from Arabic into English and vice versa for peers, family and community, and identify words and expressions that may not readily correspond across the two languages  [(VCARC144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC144) | | Produce bilingual texts and resources such as displays, instructions and newsletters for own learning and for the school community, identifying cultural terms in either language to assist meaning  [(VCARC145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC145) | | Reflect on their experiences of interacting in Arabic- and English-speaking contexts, discussing adjustments made when moving between languages  [(VCARC146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC146) | | Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication  [(VCARC147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC147) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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|  | **Strand** | **Understanding** | | | | | | | | | | | |
|  | **Sub-strand** | **Systems of language** | | | | | | **Language variation and change** | | | | **Role of language and culture** | |
|  | **Content Description** | Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing  [(VCARU148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU148) | | Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences  [(VCARU149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU149) | | Explore the structure and language features of spoken and written Arabic texts, such as news reports and conversations, recognising that language choices and the form of Arabic used depend on purpose, context and audience  [(VCARU150)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU150) | | Explore how language use differs between spoken and written Arabic texts, and depends on the relationship between participants and on the context of the situation  [(VCARU151)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU151) | | Explore the origins of Arabic and how it has been influenced by and influences other languages  [(VCARU152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU152) | | Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures  [(VCARU153)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU153) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4   * Students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities, for example, عمري تسع سنوات؛ أنا مولود في أستراليا؛ أتيت إلى أستراليا وأنا صغير في الصباح أستيقظ باكراً؛ أنام في الساعة...؛ بعد المدرسة... في المساء... أذهب مع عائلتي إلى المتحف؛ البحر؛ الحديقة العامة؛ السوق؛ ألعب الرياضة بعد المدرسة؛ أحب كرة القدم؛ آخذ دروساً في الباليه. * They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, من فضلك أريد المساعدة؛ أن أذهب إلى الحمام؟؛ هل أستطيع أن؛ من فضلك هل يمكن أن تعيد الكلمة؟ الجملة؟ ؛ . * They use features of Arabic pronunciation and intonation when speaking and reading aloud. * Students locate and classify information relating to familiar contexts and present it in modelled spoken, written and visual texts. * They describe characters, events and ideas and express opinions about favourite elements in imaginative texts, and use formulaic expressions, for example, في يوم من الأيام؛ كان هناك , and modelled language to create short imaginative texts. * They use vocabulary related to school, home and everyday routines, for example, الدراسة؛ التعليم؛ فروضي؛ مواد المدرسة؛ غرفة النوم؛ غرفتي/ غرفة أخي؛ المطبخ؛ الطابق العلوي أستيقظ من النوم؛ أتناول الفطور؛ أستقل الباص؛ أكمل واجبات المدرسة؛ أشاهد التلفاز؛ أقرأ الكتاب. * Students use key grammatical forms and structures in simple spοken and written texts, such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns, for example, كتاب/كتب؛ غرفة/غرف؛ صف/ صفوف؛ صديق/أصدقاء,أنتَ/أنتِ؛ هو/هي/هم؛ كتابي/ كتبي؛ غرفتي/غرفة أخي؛ مدرستي؛ مدرستنا , and prepositions such as في البيت؛ إلى المدرسة؛ بين الملعب والسّاحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم. * Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community. * They describe how language involves behaviours as well as words and share their own experience as learners as they interact with others. * Students identify and use Arabic sound and writing patterns, for example أ؛ ئـ؛ ء؛ ؤ؛ والياء؛الألف المقصورة ى , including combining letters to form words, vocalisation, and features of individual syllable blocks such as التنوين: إشترى أبي بيتاً؛رأيت كلباً؛ في بيتي غرفٌ . آكل؛ آمل؛ آسف؛ * They identify the features and structure of different types of texts, for example, العنوان؛ الحبكة؛ النهاية القافية؛ فعل الأمر؛ الجمل؛ القصيرة أدوات الحوار؛ الأدوار في الحوار؛ . * They identify similarities and differences between various Arabic dialects and explain how meaning can be influenced by gestures and tone. * Students provide examples of how the Arabic language has changed over time and identify words and expressions in Arabic that have emerged from contact with other languages and vice versa. * They compare language use and cultural practices in Arabic-speaking communities and in the wider Australian context, identifying culture-specific terms and expressions, particularly those related to special occasions, for example, كيفية الإحتفال في المناسبات؛ زيارة الأهل في الأعياد؛ الإحتفال بأعياد الميلاد | By the end of Level 6   * Students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, أذهب مع عائلتي لزيارة جدي وجدتي في الأعياد؛ في العطلة الأسبوعية, sport (for example, أألعب رياضتي المفضلة مع أصدقائي بعد المدرسة في الحديقة العامة and other interests such as أشاهد أفلام الكارتون مع عائلتي في السينما؛ ألعب ألعاب إلكترونية. (1) * They make shared decisions, for example, أريد أن... , provide suggestions such as يمكن أن... , and complete transactions. (2) * When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, حسنا؛ نعم ولكن؛ أعتقد أن...؛ ما معنى ... . (3) * Students use patterns of Arabic pronunciation and intonation when interacting. (4) * They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. (5) * They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences. (6) * They respond to a range of imaginative texts by expressing opinions on key elements for example, من القصة نتعلم ال..., characters for example, أحب علاء الدين لأنه...؛ لا أحب الملك في الفيلم لأنه and actions for example, يجب على نيمو أن يسمع كلام أبيه, and making connections with own experience, for example أنا أيضا يجب أن...؛ أنا مثل... . (7) * They create and perform short imaginative texts based on a stimulus, concept or theme. (8) * They use a variety of tenses for example, الأفعال الماضية والمضارعة and apply verb conjugation for example,أكلتُ/أكلَ/أكلت, suffixes for example, أذهب/ يذهب/تذهب, basic conjunctions for example,و؛ أو and a range of adjectives for example, الصفة للمذكر والصفة للمؤنث للأشياء والأشخاص and adverbs for example, سريعاً؛ ليلاً؛ صباحاً؛ يوميًّا to construct sentences and to produce short texts. (9) * Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as أيفون؛ تلفاز؛ كومبيوتر , and create bilingual texts for their own learning and for the school community. (10) * They identify ways in which their own biography for example, السيرة الذاتية؛ الخبرات الخاصة, traditions for example, العادات العائلية والإجتماعية and beliefs for example, المعتقدات الخاصة impact on their identity and influence the ways in which they communicate in Arabic and English. (11) * Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. (12) * They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used. (13) * They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, أنواع الجمل: الإسمية والفعلية؛ الترداد في بعض العبارات؛ طول الجمل والفواصل الشفهية فيها. (14) * They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example الأبجدية؛ المفردات المستعارة؛ أصل الكلمات. (15) * They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures. (16) | By the end of Level 8   * Students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, for example, السباحة رياضة ممتعة؛ أعتقد أن السفر مفيد جدا , and express feelings such as أشعر بالفرح؛ بالسعادة عندما ألعب رياضت المفضلة؛ عندما أعزف الموسيقى . * They use language conventions, such as الترقيم/الوقف والإملاء والقواعد ال التعريف؛ الفواصل والنقط في نهاية الجمل, vocabulary and sentence structures to apologise (for example, أنا آسف؛ أعتذر عن..., invite (for example, أدعوك لحفل عيد ميلادي...؛ أرجو أن تحضر ..., and offer praise, for example, رأيي أن ...؛ أعتقد أن... . * They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems, for example, ماذا لو أكملنا البحث مع؟؛ هل تريد أن أساعدك؟ , سوف أتصل بك بعد المدرسة؛ أراك غدا صباحا؛ سوف أرسل البحث بالإيميل . * They apply pronunciation and rhythm patterns in spoken Arabic to a range of sentence types. * They locate, interpret and compare information and ideas on topics of interest from a range of written, spoken and multimodal texts, and convey information and ideas in a range of formats selected to suit audience and purpose. * They express opinions on the ways in which characters and events are represented in imaginative texts, and explain ideas, themes and messages, for example, في القصة؛ هيام أذكى من عبير ؛ في النص الأول... بينما في النص الثاني ... . * Students create texts with imagined places, events, people and experiences in a range of forms to entertain different audiences. * They use grammatical forms and features such as adjective–noun agreement for example, الشاب الوسيم/الشابة الجميلة, adverbial phrases to indicate time, place and manner for example, في الصباح الباكر؛ في منتصف الطريق, and irregular, plural, imperative and auxiliary verbs for example, كان وأخواتها ,فعل الأمر جمع التكسير, to elaborate their oral and written communication. * They translate texts from Arabic into English and vice versa, and compare own translations with others’, explaining differences and possible reasons and alternatives. * They make language choices that best reflect meaning to create bilingual texts, identifying and using words and expressions that carry specific cultural meaning. * Students explain how and why they adjust their language use according to different cultural contexts, and how being a speaker of Arabic contributes to their own sense of identity. * Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, الفواصل وعلامات الإستفهام والاستنكار والتعجب والجمل المبطنة . * They analyse the structure and linguistic features of a range of personal, informative and imaginative texts and explain how these features are influenced by the context, audience and purpose. * Students explain how and why changes to social settings affect verbal and non-verbal forms of communication. * They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts. * They explain how language choices they make reflect cultural ideas, assumptions and perspectives, for example, العبارات الشعبية؛ مصطلحات ذات دلائل دينية؛ العناوين الذكورية مثل رئيس للمذكر والمؤنث. |

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| **Assessments** | | |  |  | | |
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