**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** | Interact with peers and the teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes [(VCARC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC001) | Participate in collaborative planning, decision making and shared transactions, using different modes of communication [(VCARC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC002) | Interact in classroom routines and activities, developing language for a range of classroom functions and processes, such as following instructions, asking and answering questions, and requesting support by asking for repetition, permission and help[(VCARC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC003) | Listen to, read and view a range of spoken, written and multimodal texts; identify, sequence and classify key points of information such as details about people and events; and use the information in new ways [(VCARC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC004) | Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests [(VCARC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC005) | Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, and sharing opinions, ideas and responses relating to characters, settings and events  [(VCARC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC006) | Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation [(VCARC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC007) | Translate and interpret short spoken and written texts, such as dialogues, speeches, labels, signs and messages, from Arabic into English and vice versa, using contextual cues and textual features, and recognising aspects that are similar or different in each language [(VCARC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC008) | Create bilingual texts such as posters, games and signs for the classroom and school community, making decisions about words and expressions that do not readily translate[(VCARC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC009) | Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language [(VCARC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC010) | Reflect on own identity, including aspects that relate to personal observations, experiences and feelings, and recognise how elements of identity such as family background, school and interests impact on intercultural exchange [(VCARC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC011) |
| **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 features of the Arabic sound system, including intonation and pronunciation, and how these are represented in written form, and apply writing conventions to form letters, words and texts[(VCARU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU012) | Understand and use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs, statements, negation and questions, and use vocabulary that relates to familiar environments and activities [(VCARU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU013) | Identify the structure and textual features of a range of personal, informative and imaginative texts, and recognise how these contribute to meaning[(VCARU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU014) | Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships [(VCARU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU015) | Understand that the Arabic language has changed and continues to change through interaction with other languages and cultures [(VCARU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU016) | Explore how language use reflects one’s thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making [(VCARU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU017) |
| **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 7 and 8 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 9 and 10 Achievement Standard**  |
| By the end of Level 8* Students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes. (1)
* They use formulaic language for a range of classroom functions and processes, such as asking and responding to questions, following instructions, requesting repetition and asking for permission and assistance, for example, متى أكملت البحث؟؛ من ساعدك في إكمال الواجب المدرسي؟؛ هل يمكن أن تعيد السؤال؟؛ لو سمحت؛ ممكن أن أستخدم الهاتف؟؛ من فضلك ممكن أن تساعدني في حمل صندوق الكتب؟. (2)
* Students use rehearsed and some spontaneous language to engage in planning, transacting, making arrangements and negotiating. (3)
* They apply features of pronunciation and rhythm in spoken Arabic to a range of sentence types. (4)
* They locate, classify and sequence key points of information from a range of sources and communicate information and ideas related to home, school, leisure and interests using different modes of presentation. (5)
* They share their responses to different imaginative texts by expressing feelings and ideas about the ways in which characters, settings and events are represented. (6)
* Students use modelled language to create imaginative texts or alternative versions of texts they have listened to, read or viewed. (7)
* They use key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs (for example, ال التعريف البيت؛ المدرسة؛ الدراسة؛ العائلة؛ المواد الدراسية؛الهوايات كبير/كبيرة؛ طويل/طويلة؛ ممتع/ممتعة؛ مفيد/مفيدة؛ مدرستي كبيرة؛ عائلتي صغيرة؛ بيتي واسع؛ شارعنا ضيق؛, أنتَ؛ أنتِ؛ أنتم؛ هو؛ هي؛ هم؛ أذهب إلى المدرسة؛ نذهب إلى السينما؛ ذهبت إلى السينما؛ ذهبنا إلى زيارة الأقارب و؛ أو؛ كذلك؛ أيضاً؛ لأنّ يوميا؛ غالبا؛ أحيانا؛ بكيت بشدّة؛ تكلمت بحماسٍ؛ إستيقضت متأخراً؛ وصلت إلى المسرح باكراً ).
* They apply writing conventions to written texts, such as لا أستطيع أن أكمل البحث؛ لم أستطع أن أجيب على جميع أسئلة الإمتحان أين تتمرن لكرة القدم؟ متى تلعب الرياضة؟ ما هي مادتك المفضلة؟ كم شخص يوجد في عائلتك؟ إستخدام العنوان؛ الفقرات؛ الفواصل؛ أدوات الترقيم؛ التوقيع في خاتمة الرسالة. (8)
* They use contextual cues and textual features to translate and interpret everyday texts from Arabic into English and vice versa, and identify similarities and differences in translation. (9)
* They create texts in Arabic and English, identifying words and expressions that do not readily translate, such as بالهناء والشفاء؛ والله ولي التوفيق. (10)
* They compare ways of communicating in Arabic and English and explain how their own biography influences their cultural identity and ways of communicating. (11)
* Students identify and apply the writing conventions of the Arabic alphabet and script, making connections between spoken and written Arabic in texts. (12)
* They identify the structure and features of different personal, informative and imaginative texts and provide simple explanations as to how these elements contribute to meaning. (13)
* They identify ways in which spoken Arabic varies according to regions and countries, and provide examples of how Arabic has changed over time due to influences from other languages and cultures. (14)
* Students identify how written Arabic varies in style and in the use of formal and informal forms, for example, أنتَ/حضرتكَ/حضرتكم, according to context, situation and the relationship between participants. (15)
* They identify ways in which language use reflects cultural ideas, thoughts and perceptions. (16)
 | By the end of Level 10* Students use written and spoken Arabic to initiate and sustain interactions with peers and adults.
* They use language spontaneously to exchange ideas, opinions and feelings, compare experiences and discuss future plans.
* They sustain interactions by asking and responding to questions, requesting clarification (for example, هل تعني....؟ ما قصدك؟), elaborating on opinions, and expressing agreement or disagreement, for example, على أتفق؟ لا أتفق؛ أعترض.
* In classroom interactions, they share ideas and suggestions, negotiate options, solve problems and complete transactions.
* They apply pronunciation and intonation rules to convey emotions and enhance expression.
* They obtain information from multiple sources on a range of issues and analyse and evaluate meaning, gist and purpose.
* They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation selected to suit different audiences and to achieve different purposes.
* They share their responses to different imaginative texts by expressing opinions on themes, events and values and explaining key ideas and messages.
* They manipulate language and use different techniques to produce imaginative texts in a range of forms that draw on past experiences or future possibilities, such as التلاعب بالألفاظ بواسطة إستخدام المفردات ذات المعاني المزدوجة؛ إستخدام عبارات مثل ليتني كنت...؛ فرحت فرحاً عظيماً؛ لو ربحت المسابقة.
* When creating texts, students use a variety of grammatical elements, such as conditional and subjunctive moods, embedded clauses and imperative forms (for example, لو سمح أبي لي ٍآتي معك ما نذهب إلى السينما يوم السبت ؛ قد أسافر في العطلة؛الكتاب المفضل لدي والذي أحبه كثيرا هو ... لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلم مع سامر ), future tense and vocative case to convey meaning. (
* They use vocabulary and expressions that are culturally embedded, such as سوف أكتب رسالة إلى المدير أعبر فيها عن رأيي؛ يا سمير هل أشتريت الجيتار الذي رأيته في المحل؟ , and apply appropriate writing conventions to increase text cohesion and enhance expression.
* Students translate and interpret texts from Arabic into English and vice versa, comparing own interpretations with others’ and explaining reasons for differences in translations.
* Students create bilingual texts for the wider community, interpreting cultural and linguistic aspects of texts.
* They explain how cultural concepts, practices and values influence ways in which they communicate from a bilingual perspective, and question assumptions and describe adjustments they make when moving from Arabic to English and vice versa.
* Students identify the meaning and emotions conveyed in spoken texts, such as .ها سمير ماذا قررت؟؛ لا لا ؛ لا أقصد هذا؛ كم مرة قلت لك .. , and apply their understanding of the Arabic writing system to enhance meaning and aesthetic effect in written texts.
* They analyse the relationship between language choices and textual features, and the audience, purpose and context of different spoken, written and multimodal texts.
* Students explain how spoken and written forms of Arabic vary according to context, purpose and audience, and identify ways in which the Arabic language influences and is influenced by cultural, political and social change.
* They explain the power of language in determining the nature of intercultural communication in local and global contexts.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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