**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** | Initiate and sustain interactions with others by expressing and exchanging opinions on topics of interest, and maintain relationships through apologising, inviting or praising  [(VCARC154)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC154) | | Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions  [(VCARC155)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC155) | | Engage in classroom interactions and exchanges, clarifying meaning, and describing and explaining actions and responses  [(VCARC156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC156) | | Locate, interpret and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions  [(VCARC157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC157) | | Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit audience and purpose  [(VCARC158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC158) | | Compare ways in which people, places and experiences are represented in different imaginative texts, analysing ideas, themes and messages and contrasting them with own experiences  [(VCARC159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC159) | | Create and present imaginative texts, including multimodal and digital texts, such as songs, poems, plays, stories or video clips, involving fictional characters, events and contexts, to entertain different audiences  [(VCARC160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC160) | | Translate and interpret texts from Arabic into English and vice versa, compare own translations with others’, discuss differences and possible reasons and alternatives, and make language choices that best convey equivalent meaning  [(VCARC161)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC161) | | Create bilingual texts on particular themes or events in different modes, including multimodal and digital modes, such as menus, brochures, cartoons or video clips, explaining culture-specific words and expressions, for example, by using captions and descriptions  [(VCARC162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC162) | | Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify language for different cultural perspectives  [(VCARC163)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC163) | | Reflect on how and why being a speaker of Arabic contributes to their sense of identity and, for a background speakers, is an important part of their Arabic cultural heritage  [(VCARC164)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC164) | |
| **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 and apply rules of intonation and pronunciation in spoken texts, and apply writing conventions with increased accuracy in written texts  [(VCARU165)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU165) | | Understand and use grammatical forms and structures, such as adjective–noun agreement, adverbial phrases (time, place and manner), and irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas  [(VCARU166)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU166) | | Expand understanding of how the structure and language features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes  [(VCARU167)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU167) | | Explain how elements of communication and choice of language and register vary according to the cultural context and situation  [(VCARU168)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU168) | | Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts  [(VCARU169)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU169) | | Understand and reflect on language choices made in everyday communication in order to express ideas and perspectives that relate to cultural elements  [(VCARU170)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU170) | |
| **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 5 and 6 Achievement Standard** | **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 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. * They make shared decisions, for example, أريد أن... , provide suggestions such as يمكن أن... , and complete transactions. * 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 ... . * Students use patterns of Arabic pronunciation and intonation when interacting. * They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. * They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences. * 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... . * They create and perform short imaginative texts based on a stimulus, concept or theme. * 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. * 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. * 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. * Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. * 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. * 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. * 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. * They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures. | 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 . (1) * 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... . (2) * 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 . (3) * They apply pronunciation and rhythm patterns in spoken Arabic to a range of sentence types. (4) * 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. (5) * 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 ... . (6) * Students create texts with imagined places, events, people and experiences in a range of forms to entertain different audiences. (7) * 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. (8) * They translate texts from Arabic into English and vice versa, and compare own translations with others’, explaining differences and possible reasons and alternatives. (9) * They make language choices that best reflect meaning to create bilingual texts, identifying and using words and expressions that carry specific cultural meaning. (10) * 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. (11) * 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 . (12) * 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. (13) * Students explain how and why changes to social settings affect verbal and non-verbal forms of communication. (14) * They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts. (15) * 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. (16) | By the end of Level 10   * Students use written and spoken Arabic to initiate, sustain and extend formal and informal interactions with the teacher, peers and others in a range of settings. * They use language spontaneously to respond to others, seek and give advice for example, كيف أستطيع أن ...؛ أعتقد أ..., describe relationships for example, عندي أصدقاء كثر؛ علاقتي بعائلتي وطيدة؛ أحب معلمتي كثيرا لأنها حنونة, discuss aspirations for example, أريد أن أعمل في مكدونالدز في العطلة؛ أريد أن اصبح طبيبا؛ أحلم أن أكون رائد فضاء and future plans (for example, في المستقبل؛ أريد أن أسافر إلى أوروبا؛ عندما أكبر؛ أريد أن أدخل الجامعة, compare experiences for example, بيتي القديم كان أجمل من بيتي الحالي , and justify opinions for example, لأن...؛ بسبب... ) on social issues of interest to them. * They listen to different views and perspectives when interacting with others, and take action, solve problems and contribute ideas, opinions and suggestions. * They apply pronunciation rules and rhythm to complex sentences to enhance spoken interactions. * They analyse, interpret and evaluate information on topical issues of interest to young people, making connections with their own experiences and considering various perspectives. * They convey information and perspectives using different text types and modes of presentation to suit different contexts and audiences and to achieve different purposes. * They share their response to different imaginative texts by analysing themes for example, الفكرة الأساسية في النص؛ هدف النص؛ الموضوع , techniques for example, الكناية والاستعارة والتشبيه and values, and identify ways in which aspects of language and culture create particular effects, such as المشاعر التي يؤججها النص. * Students create imaginative texts for a range of audiences, contexts and purposes, to express ideas, attitudes and values through characters, events and settings. * When creating texts, they use a variety of grammatical elements to enhance meaning, such as indirect object, passive and active voice, negation for example, ليس عندي وقت؛ لا يوجد وقت؛ لن أجد الوقت, verb tense and word order for example, الجملة الاسمية والجملة الفعلية؛ ظرف الزمان أو المكان في بداية الجملة, and time and place clauses such as في وقت من الأوقات؛ في المجتمع الأسترالي؛ في الشارع العام . * Students translate and interpret texts from Arabic into English and vice versa and explain how cultural values, attitudes and perspectives are represented. * They create a range of bilingual texts for a variety of purposes and audiences. * They explain the relationship between language, culture and identity, question perceptions, and modify language and behaviours in intercultural interactions as appropriate. * Students apply their understanding of complex pronunciation rules and writing conventions, such as stress patterns and rules of pause, to enhance meaning and aesthetic effect. * They analyse a range of persuasive, argumentative and expository texts and explain the relationship between context, purpose, audience, linguistic features, and textual and cultural elements such as التحية والتوقيع في بداية الرسائل والتمني بالتوفيق والصحة. * They explain how and why variations in Arabic language use relate to roles, relationships and contexts of interaction. * Students analyse the ways in which languages change in response to changing environments. * They explain how language use reflects thoughts and world views and is shaped by cultural experiences. |

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