**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 interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school [(VCARC103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC103) | Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning[(VCARC104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC104) | Participate in classroom activities and routines, such as opening and closing of lessons, responding to instructions and taking turns [(VCARC105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC105) | Locate and organise information from simple spoken, written and visual texts to identify details about people and objects [(VCARC106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC106) | Share information obtained from different sources, including online and digital sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning[(VCARC107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC107) | Listen to, view and read simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, dance, drawing and other forms of expression[(VCARC108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC108) | Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression[(VCARC109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC109) | Translate familiar Arabic and English words, phrases and expressions, using visual cues and word lists, and explain the meaning of particular words and verbal and non-verbal expressions [(VCARC110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC110) | Create simple print or digital bilingual texts in Arabic and English, such as word lists, labels and captions, for their class, school and family[(VCARC111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC111) | Describe the experience of using Arabic at home or at school, such as how it feels and the particular behaviours they associate with speaking Arabic[(VCARC112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC112) | Identify themselves as members of different groups, including the Arabic class, the school, and their family and community, describing their roles within these different groups[(VCARC113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC113) |
| **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** | Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words[(VCARU114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU114) | Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms[(VCARU115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU115) | Recognise that language is organised as text, and that texts such as songs, stories and labels have different features [(VCARU116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU116) | Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers[(VCARU117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU117) | Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from one another[(VCARU118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU118) | Understand that the languages people use and the way they use them relate to who they are, where and how they live and what is important to them[(VCARU119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU119) |
| **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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| **Foundation to Level 2 Achievement Standard**Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2* Students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, إسمي هاني؛ أنا ليلى؛ عمري ست سنوات؛ أمي سميرة؛ أبي خالد؛ عندي أخ وأخت؛ صديقي رامي؛ صديقتي رنا , and initiate interactions by asking and responding to questions. (1)
* They use repetitive language when participating in shared activities and transactions and responding to classroom instructions. (2)
* When speaking, they use the sounds of the Arabic language, for example, حروف مثل خ؛ ح؛ ط؛ ظ؛ ص؛ ض؛ ع؛ غ؛ ق . (3)
* They locate information about people, places and objects in simple texts, and share information in different formats, using illustrations and gestures to support meaning, for example, ما اسمك أين تسكن؛ كيف حالك؟ هل عندك أصدقاء؟ كم أخت عندك؟ ماذا يعمل أبوك؟ ما اسم مدرستك؟ من هي معلمتك؟ هل تحب المدرسة؟ . (4)
* They make simple statements about favourite elements in response to imaginative experiences, and create own representations of imagined characters and events, using illustrations, familiar language and non-verbal forms of expression. (5)
* Students identify specific parts of speech, such as nouns, verbs and adjectives, in spoken and written texts, and use familiar words and phrases, for example, المدرسة؛ العائلة؛ الأم؛ الأب؛ الأصدقاء؛الصف؛ المعلمة؛ البيت أسكن مع عائلتي؛ أحب؛ آكل؛ أذهب؛ ألعب؛ أغني؛ صغير/كبير؛ طويل/قصير؛ جميل؛ نظيف؛ المدرسة؛ بيتي؛ أختي؛ صديقي يوم السبت؛ في الصباح؛ الأمس؛ كل يوم and sentence patterns in simple texts, such as أحب أن آكل.../ لا أحب أن....؛ أذهب إلى؛ أذهب مع؛ . (6)
* They recognise questions and commands, for example, ما أسمك؛ /اذا تحب أن تلعب؟ من صديقك في المدرسة؟ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يدك؛ تعال إلى هنا , and use vocabulary and simple sentences to communicate information about themselves, their family and classroom, such as ذهب سمير إلى المدرسة؛ ذهبت لينا إلى البيت, applying basic rules of word order and gender. (7)
* Students translate frequently used words and simple phrases using visual cues, and create word lists, labels and captions in both Arabic and English for their immediate environment, for example,البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ الدرس؛ المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان هذا أبي؛ .إسمه عادل؛ هذه معلمتي؛ إسمها آنسة هالة؛ أحب صديقتي كثيراً؛. (8)
* They describe their roles as members of particular groups, and share their feelings and ways of behaving as they use Arabic at home and in the classroom, such as .أنا سعيد؛ أحب أن أتكلم مع أمي بالعربي لا أفهم العربي كثيرا؛ أنا في فريق كرة القدم؛ (9)
* Students identify letters of the Arabic alphabet and join some letters to form simple words. (10)
* They identify features of familiar texts. (11)
* They distinguish between the language spoken by different Arabic speakers in different situations, such as at home with family or at school with the teacher, for example, من فضلك؛ هل يمكن أن...؛ هل أقدر أن...؛ لوسمحت.... (12)
* Students name some of the many languages that are spoken in Australia, including Arabic, and provide examples of simple words in Arabic that have been borrowed from English and vice versa. (13)
* They identify how the ways people use language reflect where and how they live and what is important to them. (14)
 | 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
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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