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Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Arabic language. This will be influenced by the extent of the students’ backgrounds and prior experiences of language learning. Students use Arabic to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Background-language learners may also interact in Arabic within their family and in their local community. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding and feedback as required. Background-language learners and second-language learners may work collaboratively to facilitate learning.Students access authentic and purpose-developed spoken, written and multimodal resources which may include traditional and contemporary stories, conversations, audio and video clips, textbooks, advertisements, blogs and magazines. Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Arabic literacy knowledge of metalanguage to reflect on similarities and differences between Arabic and English language pronunciation, structures and features. They understand that the Arabic alphabet is written from right to left and that letters need to be joined to form words. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students use Arabic language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Arabic or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language and modelled sentence and grammatical structures to create texts, with conventions of letter position and vowel marks in writing.Students approximate pronunciation and intonation in spoken Arabic. They demonstrate understanding that Arabic has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Arabic and English language structures and features, using metalanguage. They demonstrate awareness that the Arabic language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Arabic** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Arabic** |
| **Content descriptions**Students learn to: | **Content elaborations**This may involve students: |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9LA8EC01 | * greeting others using appropriate expressions, titles and gestures, for example,

مرحبا ، صباح الخير، صباح النور، مساء الخير، مع السلامة، شكرا، مرحبا أستاذ، صباح الخير سيدة، أهلاَ وسهلاَ، الحمد لله، نشكر الله * introducing themselves, family and friends, using formulaic expressions, for example,

 اسمي ...، عمري ...، عنواني ...، أسكن في/ أعيش في ...، أصلي من / أنا من ...، مدرستي في ...، هوايتي ...، أنا طويل، هذا أبي ... هو يعمل في ...، هذه أمي ... وهي تعمل في ...  * expressing likes and dislikes, using modelled language such as

 أحب جدّي كثيراً ، لا أحب الرياضة في المدرسةأحبُّ / لا أُحبُّ ...، أفضل ...لأن...، أكره ... لأن ...* socialising and discussing daily home and school routines and responsibilities, for example,

 أستيقظ ...، آتناول الفطور، أنظف أسناني، ألبس ثيابي، أشاهد التلفاز، أكمل فروض المدرسة، أرتب سريري، أنظف غرفتي، ألعب كرة القدم، أذهب إلى المسبحفي المنزل لا بد لي من غسل الصحون، في المدرسة أنا كابتن المستوى العام* asking and responding to questions about a range of topics such as family, cultural background, friends and special occasions, for example,

ما اسمك؟ أين تسكن؟ كيف حالكَ / حالكِ؟ متى تتناول طعامك؟أي لغة تتكلم في البيت؟ أين تذهب يوم السبت؟ من هي صديقتك؟ لماذا تحب جدتك؟ أي رياضة تلعب؟ من هو معلمك المفضل؟ هل تحب أن تأتي إلى حفل عيد ميلادي؟* discussing aspects of their lifestyles such as hobbies, sport and activities that may interest Arabic speakers of their own age, for example,

بيتي صغير، غرفتي واسعة، مدرستي كبيرة، صديقي ذكي، معلمتي طيبةذهبت البارحة مع عائلتي إلى المتحف، شاهدت مع أخي فيلماً جديداً في السينما، كانت لعبة الركبي ممتعة، كانت الرحلة المدرسية إلى حديقة الحيوان مملّةيوم السبت ألعب التنس مع أبي، في عطلة نهاية الأسبوع أذهب مع عائلتي إلى المطعم، أحضر حصة الموسيقى يوم الجمعة، أشعر بالسعادة في حصة الموسيقى.* using spontaneous exclamations and interjections when interacting with others at school or in the community to show interest and comprehension and fill pauses, for example,

نعم، لا، شكراً، كل عام وأنت بخير، أتمنى لك عيداً سعيداً، تفضّل، تفضّلي* following classroom instructions when starting and finishing class, completing tasks, and engaging in activities, for example,

افتح الكتاب / الكمبيوتر ...، استمع إلى ...، ارفع يدك ...، اصعد / اكتب على اللوح ...، أنهِ فرضك ...* interacting using a secure blog or chat group with Arabic-speaking students, posting news items, comments and questions in both Arabic and English
* engaging in written exchanges with peers, such as sharing greeting cards and messages, for example,

عيد مولد سعيد! أطيب التمنيات!  |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LA8EC02 | * contributing to classroom activities, expressing opinions about procedures and tasks, giving advice and sharing ideas with peers, and responding respectfully to others’ contributions, for example,

إستمع للمعلمة، إحترم الجميع، إنتظر دورك، إذهب إلى الحمام في الفرصة، أكمل كل دروسك في الصف، كن مؤدباً، لطيفاً، هادئاً، عادلاً، ودوداً، كوني هادئة، لطيفة، صادقةهذا الواجب صعب، الإمتحان طويل، ما عندي وقت، لم تصحح المعلمة إمتحان الإملاء بعد، الأفضل أن نوضّح العنوان، هذا الخط أفضل من الآخر، أقترح استعمال الألوان في الرسم* participating in activities such as games, discussions and role-plays, taking turns, praising and encouraging peers, for example,

دوركَ / دوركِ، ممتاز، جيد، حسنا، أنت جيد في هذه اللعبة، أنت ماهر في هذا الدور؟ أنت ممثل بارع، صوتك جميل، أنا أحب هذه اللعبة! فكرة رائعة!  هل يمكن أن ...؟ ماذا عن دور الأب؟ أنت لا تقدر ان تكتب كل القصة، ليكن دوري المشتري وأنت دورك البائع، هل تحب أن تكون البائع؟* making polite requests when attracting attention and asking for help, requesting repetition, asking for clarification or permission and responding appropriately, or asking how to say something in Arabic, for example,

 من فضلكَ / فضلكِ، هل تسمح ...؟ أريد أن أذهب إلى الحمام، هل يمكنكَ / يمكنكِ إعادة السؤال من فضلك؟* agreeing, politely disagreeing or declining, using appropriate expressions, for example,

أريد أن أذهب إلى هذا المكان من فضلك، بكم هذه؟ أعتذر، لا أستطيع أن آتي * taking turns being a class leader or teacher’s assistant responsible for the start and finish of lessons, greetings and roll call, distributing work and responding to peer questions, for example,

 افتح الكتاب، أين الممحاة؟ أين المقص؟ افتح النافذة، لا تتكلم في الصف، اجلس في مكانك. من الطالب الغائب اليوم؟* making a board or card game using Arabic language, and playing together to practise vocabulary and grammar using the target language, for example, playing word games, memory games and card games
 |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environmentAC9LA8EC03 | * participating in transactions by asking for and providing information about items, prices and quantities, and requesting goods and services, for example,

ما سعر …؟ بكم هذه اللعبة؟ ما سعر كيلو البرتقال؟ بكم كيس الخبز؟ كيس الخبز بدولار ونصف، سعر كيلو التفاح ثلاثة دولاراتأحتاج مساعدة من فضلك، هل تستطيع أن تساعدني؟ أبحث عن خوذة لقيادة الدراجة أين أجدها؟ هل عندكم الفيلم الكارتوني الجديد؟* making decisions about classroom duties, using simple expressions such as

 أنت لا تقدر ان تكتب كل القصة، أنا اكتب النصف الأول وأنت النصف الآخر، ليكن دوري المشتري وأنت دورك البائع ،هل تحب أن تكون البائع؟اكتب دور المشتري وأنا سأكتب دور البائع* planning and organising an outing or activity such as an excursion to a restaurant, arranging to meet friends or preparing for a surprise party, using expressions related to time, place, and numbers, for example,

 متى ستكون هذه الحفلة؟ في أي ساعة؟ أين ستكون؟ ما رأيك أن نذهب إلى هذا المكان؟ هل تريد أن تأتي معي إلى المهرجان العربي يوم السبت الساعة العاشرة* accepting or declining invitations, adjusting language to suit formal or informal contexts, for example, inviting a special guest speaker or friend to a birthday party, for example,

حضرة المدير...، صديقي هاني ... * negotiating with others to plan and make decisions, expressing and accepting preferences and ideas, for example,

ما رأيك بهذه الصالة؟ هل تحب هذا المكان؟ أفضل أن أذهبَ إلى السينما فكره جيدة!* participating in activities such as treasure hunts, games such as mystery games, or scenarios such as being lost/helping someone who is lost and asking for/giving directions, for example, لقد ضعت أين محطة القطار؟
* working with peers to produce bilingual signs, flyers and posters to promote sustainability and waste reduction within the school community, such as labelling bins and containers, for example,

من فضلك ضع علبتك في سلة إعادة التدوير |
| **Sub-strand: Mediating meaning in and between languages** |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LA8EC04 | * listening to texts such as songs, notices or phone messages, and identifying key points of information, using intonation and keywords to assist understanding, and then creating own text, for example, recording a phone message,

مرحباً، إسمي سهام، اود التكلم مع سامر بخصوص الإمتحان، أرجو الإتصال بي على الرقم ٤۰٥٦٥٦٦۷۷۷* reading a print or digital text such as short story or article relating to familiar contexts, using pictures, key words and contextual cues to predict meaning and to assist in identifying information
* obtaining and interpreting information from a source and conveying details in a different format for a different audience, for example, viewing movie session times and then writing an imagined dialogue with a friend, negotiating what to see, time, place to meet
* listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written Arabic
* locating and sequencing information used to describe people and events, for example,

البنت تدرس، الولد يساعد أمه، الأب ينظف الحديقة، في الصباح أمي تحضر الفطور، في المساء أبي ينظف السيارة* demonstrating understanding of detail in a text, such as viewing a menu and recommending dishes appropriate for vegetarian options, for example, لا يوجد لحمة في المعكرونة
* comparing information in a number of travel advertisements to determine which holiday package would meet requirements for specific budget, timing and activities
* interviewing others using a variety of questions, and summarising information in graphs, tables or images, on topics such as favourite things, pets, family, daily routine, pop culture

من لديه حيوان؟ ما نوع الموسيقى التي تحبها؟ * listening to and viewing imaginative texts such as traditional folk tales and fables, and sharing opinions or feelings about characters and events, for example,

أحبّ قصة علاء الدين لأنها مسلية، قصة علاء الدين مملّة لأنها قديمةأنا أحبّ دور الولد في الفيلم لأنّه شقيّ مثلي، البنت غيورة جداً، الأب في الفيلم حنون مثل أبي* predicting words and phrases in non-verbal activities such as charades or mime, for example,

هل أنت تأكل تبولة؟ كلا، هل أنت طائرة؟ عمول منيح وكب بالبحر |
| develop and begin to apply strategies to interpret, translate and convey meaning in Arabic in familiar contextsAC9LA8EC05 | * translating short excerpts from traditional stories, identifying words and expressions that reference cultural values, history and beliefs, and are difficult to translate into English
* using a print or digital dictionary, or an online translator, developing personal word or grammar lists to assist with translation and enhance working with unfamiliar language
* recognising that some words and expressions in Arabic do not have equivalent words or expressions in English, and vice versa

على راسي، نعيماً، بلّط البحر* creating school signs, notices, timetables and class rules in Arabic, and considering why some words and expressions require flexibility in translation, for example, ‘the oval’, ‘the office’, ‘the canteen’, ‘out of bounds’, ‘no hat, no play’
* understanding that the Arabic language has a standard form called Al Fusha, اللغة العربية الفصحى , which is mainly used in writing, and a range of oral dialects that differ from region to region, for example, regional dialects in Lebanon, Syria, Palestine, Morocco, Iraq, Egypt
* recognising how the dialect spoken at home may differ from Modern Standard Arabic learnt in class, and noticing the diversity of Arabic speakers
* monitoring their use of Arabic and English in different areas of their lives, for example, by keeping a record of when they use each language over a particular day or in different contexts
* understanding that particular Australian-English terms and expressions have no equivalent in Arabic, for example, ‘billabong’, ‘the bush’, ‘the movies’, ‘footy’ and ‘backyard’
 |
| **Sub-strand: Creating text in Arabic** |
| create spoken, written and multimodal, informative and imaginative texts using modelled conventions of letter position and vowel marks, appropriate vocabulary, expressions, grammatical structures, and some textual conventionsAC9LA8EC06 | * using handwritten Arabic, with support, to create texts, and learning how to represent Arabic script digitally
* making bilingual texts such as greeting cards or invitations for special occasions, considering how to convey messages in each language, for example,

عيد أم سعيد، عيد أم مبارك، كل عام وأنت بخير، كل عام وأنت بألف خير، دمت لي سالمة* recording a commentary for a video or photo slideshow about their daily routine or childhood, for example,

استيقظت الساعة السابعة صباحاً، غسلت وجهي وتناولت طعام الفطورعندما كنت صغيرة سافرت إلى العراق وتعرفت على جدتي* creating a print or digital poster in Arabic to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do
* presenting information in spoken or written form about own and peer’s personal worlds, likes and dislikes or leisure activities, describing experiences and expressing feelings, for example,

ألعب كرة القدم جيداً، أسبح بمهارة، اقرأ بطلاقة، ألعب الألعاب الإلكترونية كثيراً، سمير يلعب التنسعندما أعزف الموسيقى أشعر بالفرح، بالحزن، بالملل، بالنشاط، بالسعادة، أحب الرسموليد لا يحب الرياضيات ولا القراءة، عند فادية أخ صغير في المدرسة، سميرة تسكن في شقة، مازن يحب الديناصورات* creating a print or digital class book for younger learners of Arabic, sequencing a series of pictures with captions or creating a storyboard with labels, speech bubbles or subtitles, using familiar words and modelled language, for example,

استيقظ سامر صباحاً، غسل وجهه، بعدها ذهب إلى...* creating a short brochure, video clip or presentation to support new students coming to the school, introducing aspects of school culture, achievements, staff, timetable, uniform, available study and extra-curricular options, for example,

يمكنك لعب كرة القدم يوم الإثنين بعد المدرسة * creating and performing alternative versions or endings of familiar stories, using voice, rhythm and gestures to animate characters
* preparing a script for a real or imagined scenario such as asking for directions, starting high school or at the doctor’s surgery and presenting to the class, using props and realia, for example,

اين الحديقة؟ ما هو وقت الغداء؟ رأسي يؤلمني* designing promotional material for special events such as Harmony Week, a specific Arabic country Independence Day, Earth Hour, for example,

امشي الى المدرسةاليوم عيد تعدد الثقافاتاحترام الثقافات المختلفة* mapping their own or others linguistic and cultural profiles, for example, by creating a timeline or simple biography to highlight elements such as family language(s), traditions and beliefs, key relationships and intercultural experiences
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| **Strand: Understanding language and culture** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions**Students learn to: | **Content elaborations**This may involve students: |
| recognise and use features of the Arabic sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contextsAC9LA8EU01 | * recognising and pronouncing the 28 sounds of the Arabic sound system
* noticing and practising different mouth and tongue positions to reproduce sounds such as the 4 emphatic consonants, articulated with the tongue in a high position
* recognising that letters are joined in different ways to make words, for example,

باب، خال، حال، هذا، هي* discriminating between short vowels, for example, تْ ت تِ تُ long vowels such as تا تي تو and consonant letters in a syllable block
* recognising the different ways of sounding ا و ي consonants, for example, أبي/ بابا، وَلد/ توت
* recognising the double sound and consonants with *shadda*

دَرَّسَ، أحبَّ، أحسَّ* noticing that vocalisation such as *harakat* may change the function of the word depending on where it is placed, for example, كَتَبَ، كُتُب، لَعِبَ، لُعَب
* reciting tongue twisters to practise pronunciation

خيط حرير على حيط خليل* understanding how intonation and tone are used to change the meaning of speech, and how the purpose of interactions such as to command or invite, would change the emphasis on words being used, for example,

 ندى، تعالي! تعالي يا ندى، ضع الكتاب على الطاولة، الكتاب، ضعه على الطاولة الآن!* understanding that the sounds of the letters depend on the mood of the sentence in Arabic, and the need to memorise the pronunciation of the sun and moon letters
* identifying Arabic sounds that do not exist in spoken English, for example, ح and غ, and articulating reasons why some Arabic sounds may be hard for English speakers to vocalise, such as the rolled *r* and *kh* sound
 |
| develop knowledge of the Arabic alphabet, and use structures and features of Arabic letter positions, vowel marks, and grammatical systems, to understand and create spoken, written and multimodal textsAC9LA8EU02 | * exploring the characteristics of Arabic script, such as writing right to left, letter shapes, diacritic marks and connected letters, for example, حصان، صحن، صباح
* recognising the shape of *laam alif* and comparing the different ways to write the letter أ, for example, أَ، أُ، إِ، ى، آ
* comparing the different ways of writing *hamza* أ، ؤ، ئ، and recognising definite, *hamza wasel* and indefinite articles with the moon and sun letters, for example,

مُعلّمة / المعلمة، أستاذ / الأستاذ، طاولة / الطّاولة، البيت، الولد، المدرسة، اللؤلؤ، مليئة* using definite and indefinite articles to identify grammatical endings such as تنوين ٌ ٍ ً and placing emphasis on the *tanween Al-Fatih* “تنوين الفتح اً ”

سيارةٌ، عفواً، في مطعمٍ* recognising masculine and feminine words, and “التاء المربوطة” with feminine words

مدرسة، أستاذة، تلميذة / تلميذ، طاولة، سيارة* using sound masculine plural, feminine plural and plural pronouns أنتم، أنتنّ، هم، هنّ، نحن

هم مهندسون، هنّ مدرّسات، أنتم خبّازون* understanding gender agreement in singular feminine and masculine form adjectives, for example,

أمي طويلة وأبي وسيم، صديقي سعيد ومعلمتي حزينة، أخي ظريف وأختي مزعجة، هو أبٌ حنونٌ، هذه الأمُّ جميلةٌ، هذه طاولةٌ كبيرةٌ* using singular and possessive pronouns with non-verbal sentences such as أنأ، أنتَ، أنتِ، هو، هي

هو تلميذٌ، هي مُجتهدةٌ،* using prepositions such as في، على، من، إلى، عن، تحت، فوق، أمام، وراء، بجانب، بين

 المدرسة على اليسار، هذا كلب تحت الطاولة، القلم في الحقيبة* forming questions using interrogatives such as ماذا، متى، أين، لماذا، كيف، كم، بكم، أيّ/أيّة، هل، ما

ما اسمك؟ كيف حالك؟ أنت من أين؟ متى أتيت إلى البيت؟ من أعدّ لك الفطور؟ ماذا احضرتِ للغداء؟ كيف أتيت إلى المدرسة؟ * using modelled past, present, future and irregular verbs related to home and school contexts, for example,

قدمت فرضي للمعلمة، تأخرت عن الدرس، نمت متأخرا، نسيت كتبي في البيتأنتَ تدرس كثيرا، أنتِ تلعبين مع غيري، هو يمشي على الشاطئ، هي ترجو أمها* using simple negation such as for expressing dislikes, for example,

لا أحب السفر، ليس لدي إخوة،أحب طعام أمي أحب الرياضة ولا أحب الرسم * using simple imperatives to give and respond to instructions, for example,

 إفتح الباب، أجلس في مكانك، لا تتكلم دون إذن، نظّف غرفتك، أكمل عملك* using simple adverbs of place and time, for example, تَحْتَ، فَوْقَ، أَمَامَ، بَيْنَ، أحياناً، جداً، دائماً، عادة

* counting and writing the numbers 1–100, and using ordinal and cardinal numbers from 1–10, for example,

واحد، اثنان / أول، ثاني، هذه تفاحة واحدة، هذا كرسي واحد* using simple linking words and expressions, for example,

 و، أو، أيضا، كذلك * using word order and sentence structures with verbal and nominal sentences, for example,

 كتب عادل رسالة، هو أخي، جَدّي ودود  |
| compare Arabic language structures and features with English, using familiar metalanguageAC9LA8EU03 | * understanding that Arabic texts are written and read from right to left, using a cursive script
* recognising that Arabic has borrowed words from English, for example, إنترنت، كومبيوتر، تلفاز , and English has borrowed words from Arabic, such as ‘admiral’, ‘alcohol’, ‘algebra’, ‘coffee’, ‘genie’, ‘hazard’ and ‘sultan’
* comparing common text types in Arabic and English, observing similar patterns and features, for example, the opening and the signature of an email or traditional story or rhyme
* analysing how different types of texts in Arabic create specific effects through the use of different language features, for example, the use of superlatives in advertisements designed to persuade or the use of repetition for emphasis in speeches, and compare with similar text types in English
* recognising that there is no distinction between lower and upper cases in Arabic, and the rules on the use of punctuation are less strict compared with English
* identifying similarities and differences in word order and syntax, for example, English subject+verb+object and Arabic verb+subject+object
* noticing specific differences in Arabic sentence structure, including the absence of verbs in nominal sentences, such as verb ‘to be’ الطقس جميل، السيارة حمراء
* building metalanguage to describe grammatical concepts by developing learning resources, for example, verb charts, vocabulary lists, and groups of pronouns, adverbs or adjectives محب، سامح، يد، لين سامي
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| * recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values
* AC9LA8EU04
 | * exploring the meaning of ‘culture’, and understanding that it involves visible elements such as ways of eating and behaving, and invisible aspects such as how people live, what they value and how they think of themselves and others
* discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Arabic people express disagreement

 بالرغم من احترامي لك، لا اتفق معك* identifying cultural practices that are important when interacting in Arabic, for example, using the correct personal pronouns to address older people أنتَ/أنتِ, shaking or not shaking hands depending on gender, and the number of kisses on the cheek, for example,
* حضرتك، أستاذ، المهندس، دكتور
* examining, in Arabic or English, how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared with language variation across Arabic-speaking communities
* explaining gestures and facial expressions that can be used without language to convey meaning, such as in greetings, for example, shaking hands, or hand to the heart, kissing 3 times on the cheeks
* connecting the history of Arab migration to Australia with the formation of communities of speakers of Arabic who identify as Arab-Australian and noticing language variation and the influence of English, for example, كمبيوتر، انترنت، موبايل
* recognising and explaining to others the significance of some common cultural practices and customs in Arabic-speaking societies, such as traditional hospitality and exchanging well wishes, for example,

 تفضل صحة وهنا، بالهناء والشفاء، سلامتك، الله معك* exploring the importance of music and traditional dance in some Arabic cultures, as an expression of identity and emotions, for example,

 الدبكة الفلسطينية والعراقية واللبنانية، الرقص الفلكلوري* researching Arabic-speaking communities of the world, and how cultural identity, traditions and dialects may vary between countries, regions and communities
* examining their own personal and community practices, beliefs and values to identify connections with Arabic heritage, language and culture, for example, customs, festivals, cooking, history, sports clubs, associations
* participating in cultural experiences such as Arabic film festivals, attending Arabic restaurants and performances, or wearing traditional clothing, and reflecting on cultural similarities and differences in own language, practices and behaviours
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Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Arabic language learning builds on each student’s prior learning and experiences. Students use Arabic to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, view, and write to communicate with other speakers of Arabic in local and global settings through authentic community and online events. Background-language learners and second-language learners may support each other in their literacy development. Background-language learners may raise awareness of, and facilitate class involvement in, local community events. Students continue to receive guidance, modelling, feedback and support from peers and teachers.Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include traditional and contemporary literature, textbooks, audio and video clips, magazines, online and print articles, and social media. Students understand and use the conventions of Arabic punctuation and spacing. Background-language learners may source resources from their local and global communities to share with peers. Students acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Arabic language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Arabic or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Arabic to create texts. Students apply features and conventions of spoken Arabic to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Arabic, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Arabic** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Arabic** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds AC9LA10EC01 | * using a range of greetings in different contexts, depending on the relationship, time of day and level of formality, for example,

حضرتُكَ، حضرتُكِ، حضرة المديرة، حضرة رئيس البلدية، صباح الخير سيدتي، مساء الخير مدرّستي* initiating and sustaining conversations, and responding respectfully to different views on topics of interest such as

ماذا فعلت في عطلة نهاية الأسبوع؟ كيف أتيت إلى المدرسة؟ ما هي المواد التي تدرسها؟ * exchanging personal information and requesting details from others

من أي بلد أنت؟، هل تحبين تعلم اللغة العربية؟ ما هي آلتك الموسيقية المفضلة؟* using interjections, exclamations and filler words to maintain flow, fill gaps, and build fluency, for example, من فضلكم تعالوا وشاهدوا مسرحيتنا
* agreeing or disagreeing with others’ opinions on a range of familiar topics and justifying responses, for example,

لا أوافقك الرأي، يجب أن تفعل ... ، يعتقد صديقي بأنّ ... ولكن أنا أعتقد ...* sharing information about their family history or discussing generational influences, for example,

في عطلة نهاية الأسبوع، ذهبت إلى مطعم لأحتفل بعيد ميلادي مع الأصدقاء والعائلة أتعلّم اللغة العربية حتى أتواصل مع جدّي وجدّتي في الخارج أريد أن أصبحَ مهندساً كجدّي* discussing wishes, desires and future plans, such as career aspirations, weekend/holiday plans, dream purchases, for example,

أتمنى أن أصبح طبيباً لأساعدَ المهاجرين، أودّ أن أهاجر إلى بلدي السنة القادمة، أتمنّى أن أشتريَ سيّارةً بعد تخرّجي من الصف الثاني العاشر* interacting in hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, complaining about services, for example,

اذهب بهذا الإتّجاه انعطف يميناٌ ... هل يمكنك أن تقترح مطعماً عربياً جيداً؟* initiating written exchanges such as writing to a student in an Arabic-speaking country, requesting information and responding appropriately, for example, أخبرني عن حياتك في سورية
 |
| use Arabic language in exchanges to question, offer opinions and compare and discuss ideas AC9LA10EC02 | * discussing aspects of daily life with peers or young people from Arabic-speaking communities, such as etiquette at mealtimes, opinions about schooling, pastimes, celebrating significant events, for example,

لا أحب الاستماع إلى الموسيقى، بل أحب قراءة الكتب، ماذا عنك؟لا أحب أن ألعب الرياضة يوميا، عيد رأس السنة الميلادية هو من أجمل الأعياد بالنسبة لي!* engaging in social interactions with peers and teachers, for example, accepting and declining invitations, making excuses and apologising, using appropriate forms of politeness and respect, for example, اعذرني لا أستطيع أن آتي إلى حفلة عيد ميلادك
* participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example, لماذا تريد أن تعمل هنا؟ أحب مساعدة الناس
* interacting in class routines by requesting, advising and apologising, or clarifying meanings and instructions, for example, هل يمكنني أن استعير قلمك؟ من فضلك ساعدني
* supporting and justifying their own ideas regarding lifestyle choices, for example,

أتناول الطعام المتنوع والصحي من أجل حياة أفضل، أقرأ الكتب المتنوعة حتى أنمي لغتي العربية.* participating in class discussions or activities to express opinions and reflect on those of others, for example, a game of ‘4 corners’, where students move according to their opinion and then respond to others in opposing corners
* discussing their responsibilities at home and at school, comparing with those of young people living in Arabic-speaking countries, and noting the relative importance of concepts such as taking care of parents as they age
 |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersAC9LA10EC03 | * participating in real or simulated transactions and negotiations that involve buying and selling, for example, bidding for an item online, ordering food for a class celebration or negotiating purchases of learning resources
* planning a task cooperatively by dividing activities among peers, for example,

إنها مفيدة/مثيرة للاهتمام، معقدة* organising an interview with a local celebrity or significant person from an Arabic-speaking community, researching the person’s achievements and discussing with peers the appropriate questions to ask
* organising a campaign or designing resources such as website posts, posters, or flyers to promote action and raise awareness on social or environmental issues, for example, أغلق الصنبور للحفاظ على المياه
* participating in real or simulated excursions to cultural sites or exhibitions, for example, famous museums and places of worship, sharing responsibility for different elements of a multimodal report on the experience
* reflecting on the success of a school activity promoting the Arabic language and culture, and discussing improvements for future planning, for example,

لقد كان نشاطاً مدرسياً ناجحا ولكن علينا أن ننتبه على تنظيم الوقت بشكل أفضل |
| **Sub-strand: Mediating meaning in and between languages** |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LA10EC04 | * accessing multimodal texts detailing lifestyles in Arabic-speaking countries, identifying features of ways of life that reflect modernity or tradition and summarising findings, for example,

في العصر الحالي الناس يستخدمون السيارات بدلا من ركوب الجمال* responding to ideas presented in various texts such as traditional poems, films, songs or video clips and identifying and classifying words, expressions or references that convey information about culture or context, for example,

أسلوب القصيدة مشوق، الشاعر يستخدم أسلوب التشبيه للتعبير عن الصداقةإيقاع الأغنية يعبر عن مشاعر الأم تجاه ابنهاكنت وحيدا بلا صديق يؤنسني وقت الضيق* surveying members of the local Arabic-speaking community regarding suggestions about local facilities and activities, and creating a proposal to present to the local council, such as a community garden, volunteer activities, sports or clubs, for example,

أودُّ أن أنظم يوما لتنظيف الحدائق، أريدُ أن أؤسس فريقا لكرة القدم في منطقتنا* listening to or reading First Nations Australian authors’ stories in English and creating a profile of them in Arabic
* collecting examples of good news or success stories related to their school, homes or local communities, for example, sporting achievements or successful fundraising, and sharing their findings in formats such as digital displays or newsletter contributions
* researching different perspectives of an issue in different media such as news, social media posts or magazines and using the information obtained in debates or persuasive texts, for example,

 تلوث، اكتظاظ، تمييز* analysing traditional Arabic folktales and fables such as حكايات جحا، حكايات عالمية قصص الشعوب and discussing the morals portrayed in these
* adapting information from a text for a different purpose, incorporating the main points, for example, information from a formal email summarised in a short text message to a parent, such as

عزيزتي ...أكملي الواجب في الوقت المحدد/هاي ماما عليَّ أن أكمل فرضي  |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LA10EC05 | * translating Arabic and English texts and noticing unfamiliar words or expressions, and reflecting on challenges associated with transferring meaning from one language to another
* comparing translations of the same text, commenting on similarities and differences between versions and considering possible reasons for these
* reflecting on the importance of non-verbal elements of communication, such as hand gestures, head movements and facial expressions, and how these are sometimes used to mean different things in different cultures
* identifying culture-specific vocabulary and expressions such as تقبّل فائق الاحترام *,* and discussing strategies for choosing words that best reflect the intended meaning and context
* paraphrasing English words or expressions that have no equivalent in Arabic, such as ‘mufti day’ or ‘fundraiser’
* evaluating information from different sources for relevance and cultural appropriateness, for example, facts from reliable website versus social media or word-of-mouth, and discussing potential issues that may arise from using inaccurate information
* reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems, songs and film clips, identifying words and phrases that require particular elaboration or explanation
* identifying similarities and differences between own ways of communicating and interactions between young Arabic speakers in different contexts, for example, the expression of politeness or turn-taking in conversations
* exploring a range of Arabic and English idioms and proverbs, and discussing the social and cultural values and perspectives they reflect, for example,

من جدَّ وجد، ومن زرعَ حصد، ومن سار على الدرب وصلالوقتُ كالسيف إن لم تقطعه قطعكليس الفقير من فقد الذهب، بل الفقير فقير العلم والأدب |

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| **Sub-strand: Creating text in Arabic** |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesAC9LA10EC06 | * presenting persuasive texts such as posters, advertisements or the script of a speech on topics such as recycling, sustainability or circular fashion, for various audiences, for example,

إنه من الضروري أن نحافظ على البيئة بعدة طرق، منها إعادة التدوير* informing others in the school community about an issue of interest, call to action, or upcoming events in texts such as notices and newsletter announcements, for example,

إعلان هامستحتفل مدرستنا بيوم المعلم العالمي يوم الإثنين القادم في صالة المدرسة نرحب بحضور الجميع الرّياضة ضرورية للصحة، المأكولات السريعة وأضرارها، الألعاب الإلكترونية وتأثيرها السلبي على العائلة * creating a multimodal resource to introduce Arabic-speaking tourists or recent migrants to different features and aspects of Australian life such as cultural and linguistic diversity, local attractions, animals, dangers, and outback exploration, for example,

أماكن سياحية رائعة كدار الاوبرا والجبال الزرقاء في اوستراليا * writing a journal entry, or contributing to a school newsletter in Arabic reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site
* researching a popular tourist site or attraction in an Arabic-speaking country and writing about a traveller’s experience in the third person, for example,

سافر سمير إلى البتراء، وشاهد المعابد التراثية القديمة والجمال في الصحراء * reporting on own and others’ experiences such as holidays or school camp, for example,

بالنسبة لي الرحلة كانت ممتعة بينما بعض التلاميذ شعروا بالملل، بالرغم من الساعات الطويلة التي قضيناها في الطريق إلا إنني لم أشعر بالتّعب لكن أصدقائي كانوا متعبين * writing a procedure for younger students to follow, with steps and diagrams, for example, dances or recipes

تبولةافرم البقدونس والنعنع والبندورة أضف عصير الليمون والملح والزيت والبرغل * creating a video tour of the school, for Arabic-speaking exchange students or new students, with commentary about classrooms, subjects, canteen menu and facilities, for example,

الطعام في الكافيتريا لذيذ جداً، الرياضة مادة مهمة* creating alternative versions of traditional Arabic stories by introducing new characters, scenes or different endings, for example, ألف ليلة وليلة، سندباد
* expressing imagined experiences in texts such as poems and video clips that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example,

عيد الأم، عيد الأنزاك، العيد الوطني الأسترالي، الأعياد الدينية  |

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| **Strand: Understanding language and culture** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| apply features of the Arabic sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LA10EU01 | * pronouncing الشدة and السكون
* applying prior knowledge of pronunciation and sound conventions to predict spelling and sound of unfamiliar words during class dictation, reading aloud or transcribing
* using the rhythms of the Arabic language, including intonation, tone and stress, to increase fluency and enhance expression
* recognising the need for pauses or changes of tone in complex sentences with embedded clauses
* listening to a range of audio texts at various speeds, such as phone messages and announcements, to develop strategies and techniques to infer meaning
* noticing how intonation and tone of voice can convey emotions and shade meaning, such as distinguishing between colloquial or formal language, for example, حقًا؟ يا إلهي! تعال إلى هنا حالاً
* using onomatopoeia in sentences for literary effect in texts such as comics and stories, for example,

بوم بوم! أسمع أصوات الألعاب النارية في ليلة رأس السنة...* reciting difficult tongue twisters or making their own, to improve pronunciation, fluency and pace, for example,

روحي وروحك يا روحي روحين بروح مطرح متروح روحك روحي بتروحقفص قصب في قفص خشب  |
| select and use structures and features of the Arabic grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LA10EU02 | * applying punctuation and spacing rules between words and using their knowledge of writing conventions such as paragraphing and sequencing to create texts, and typing in Arabic
* recognising that certain letters in Arabic appear in different variations, for example, ت، ة
* using plural demonstrative pronouns and pronouns such as ‘we, you and they’ in Arabic

نحن مدرّسون، هم طلّاب، هذا طالب مجتهد، هؤلاء الطلاب* expanding their knowledge of noun-adjective agreement, for example,

هؤلاء معلّمون بارعون، هؤلاء طالبات مجتهدات * identifying possession *idaafa* and attached possessive pronouns for singular and plural, for example,

هذا بيتُ يوسف/ هذا بيته، هذا سريري، هذه غرفتكَ، كتابكِ، حقيبة نور/هذه حقيبتها، صف التلاميذ/ صفوفكم، سيارة العائلة* using سوف/ س with the present tense to express future plans, for example,

 سوف أذهب إلى الجامعة، سأسافر مع أهلي، سوف أشتري سيارة، سوف أعمل في مطعم* using a range of conjunctions such as لكن, ف, أو, to connect sentences, for example,

ما ذهبت سارة لكن هيفاء كل فطيرة أو كعكة* using interrogative words and expressions, for example,

لِمَ أنتَ هُنا؟ هل تريد هذا الكتاب؟* using subjunctive mood to express doubt, uncertainty, or emotion, for example, قد أسافر في العطلة، ربما نذهب يوم السبت الى السينما

ا * describing people and objects, using comparatives and superlatives, for example,

 هذا أقلّ من ذاك، الكتاب أخفّ من القاموس، الماء أفضل من المشروبات الغازية* applying rules of negation in a range of sentences, for example,

لن أتصل بك، لم أتأخر عن الدرس، ليس عندي وقت* using imperative verb forms to persuade, encourage, and give advice, for example,

 تابع مجهودك، حاولْ مرَّة ثانية، هيَّا يا سامر لنذهب إلى المعلم ونسأله، لا تعاشر اصحاب السوء لأنهم يضيعون وقتك* using a range of irregular adjectives to describe number, shape and colour, for example,

 قميص أحمر، حقيبة حمراء، قلم أخضر، ممحاة خضراء، شكل مدور، مثلث، مربع، مستطيل* using adverbial phrases to expand on ideas and provide further information, for example,

متأخراً، باكراً، دائماً، مسرعاً* applyinggender and number agreement, for example,

خمسة أقلام، خمس ساعات، ثلاث طالبات، ثلاثة طلاب* using ordinal numbers to count the hours, minutes and seconds with half and quarter past the hour, for example,

أُريدُ أَن أَحجُز طاوِلَة في الساعَة الوَاحِدَة والرُبع، في الساعة التاسعة إلا عشر دقائق |
| reflect on and evaluate Arabic texts, using metalanguage to discuss language structures and featuresAC9LA10EU03 | * recognising the significance and cultural importance of features of different types of texts in Arabic and English, such as forms of address or language associated with rituals or celebrations, and understanding how these vary according to the context, occasion and intended audience
* using metalanguage to identify grammatical similarities and differences between Arabic and English, such as word order, sentence types, verb moods, verb tenses, possessive pronouns, gender agreement, script
* analysing persuasive texts such as advertisements, slogans or speeches, recognising the use of rhetorical devices and emotive language to engage the intended audience
* noticing and explaining differences in text structure and grammar between formal and informal Arabic and English use, for example, between the structure of a business letter and an informal email
* comparing spoken and written forms of familiar types of texts in Arabic and English such as spoken and written apologies, spoken storytelling and written reports, noticing differences in grammatical, expressive, and textual features, for example,

من فضلك اقبل إعتذاري، أعتذر/أقدّم إعتذاري ، أنا آسف/ آسفة |

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| **Sub-strand: Understanding the interrelationship of language and culture** |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LA10EU04 | * identifying and discussing how values or attitudes are reflected in Arabic and English, including the concept of punctuality reflected in language such as لا تستعجل، لن تهرب الحفلة, and social interactions such as expressing indirect thanks, apologies or appreciation, for example,

أشكرك شكراً جزيلاً على جهودك الرائعة، لا شكر على واجب، تقبل مني أصدق الإعتذار، أعتذر على الخطأ الذي بدر مني.* analysing language and cultural practices that are interconnected, for example, by identifying religious origins or connotations associated with places such as أورشليم المقدسة، كربلاء، دير حريصا، مكةالمكرمة or by identifying ways in which the residual influences of traditional lifestyles are preserved in language
* interviewing bilingual people about the experience of using more than one language, for example, by asking questions, “Do you identify more strongly with one language?”, “Do you express yourself differently in each language?”, “Why/how?”
* reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Arabic to a group of Arabic-speaking visitors at a school assembly
* examining the meaning of Arabic proverbs and sayings, and how they reflect traditional cultural views, ideas and attitudes, for example,

 الصديق وقت الضيق، أنا وأخي على ابن عمي وأنا وابن عمي على الغريب العقل السليم في الجسم السليم، عصفور باليد أحسن من عشرة على الشجرة* comparing texts created for different audiences in diverse Arabic-speaking regions and countries, noticing how language reflects priorities, values, beliefs and identities of specific communities
* identifying words used in colloquial Arabic that fuse Arabic and English, such as in film, advertising, to capture trends, convey concepts and engage with intercultural experience, for example, غوغل،  شاير،  هاشتاغ،  لايك
* recognising that Arabic carries histories of contact with other languages and cultures, for example, by identifying and classifying borrowed words or terms that originate from other languages that have been ‘Arabised’ (*ta’reeb*) such as أطلس، ساندويتش، بيتزا، أوتوبيس،طماطم
* investigating the nature and use of the Arabic language in different contexts, for example, asking Arabic-speaking students in Australia when they use Arabic or English, with whom, how and why
* investigating their own cultural and linguistic biographies to discover more about family heritage, migration and history, and reflecting on how this can contribute to their identity and understanding family beliefs and values
 |