

Arabic Year 8 Course Overview – 2018

This overview was developed to cater to the majority cohort of learners: 7-10 sequence (Year 8 entry)

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<p>Module 1: WELCOME TO THE ARABIC LANGUAGE</p> <p>KEY QUESTION: Why do I want to learn Arabic?</p> <p>KEY CONCEPTS: Language, script, manners</p> <p>KEY PROCESSES: Recognising, analysing, listening, identifying, mapping.</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING 3 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.</p>	<p>Module 3: MY SCHOOL</p> <p>KEY QUESTION: Are all schools the same?</p> <p>KEY CONCEPTS: routines, relationships</p> <p>KEY PROCESSES: Reflecting, describing, interacting, discussing identifying</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests</p> <p>TRANSLATING Create bilingual texts such as posters, games and signs for the classroom and school community, making decisions about words and</p>	<p>Module 4: SEASONS OF CHANGE</p> <p>KEY QUESTION: Why do we have three calendars?</p> <p>KEY CONCEPTS: environment, time, etiquette</p> <p>KEY PROCESSES: Describing, identifying, interacting, comparing, reporting, mapping</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING 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</p>	<p>Module 5: YOU ARE WHAT YOU EAT</p> <p>KEY QUESTION: Why do we eat what we eat?</p> <p>KEY CONCEPTS: eating habits, health, routine</p> <p>KEY PROCESSES: comparing, describing, classifying, creating, labelling, selecting</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING 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.</p>

REFLECTING Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify language for different cultural perspectives. SYSTEMS OF LANGUAGE 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. ROLE OF LANGUAGE AND CULTURE Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making. Module 2: ABOUT ME KEY QUESTION: How do I see myself? KEY CONCEPTS: Self, family, relationships, identity	expressions that do not readily translate REFLECTING 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 SYSTEMS OF LANGUAGE 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 ROLE OF LANGUAGE AND CULTURE Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making	TRANSLATING 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 SYSTEMS OF LANGUAGE 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 ROLE OF LANGUAGE AND CULTURE Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making	CREATING Create and adapt texts with imaginary scenarios, characters and events, using, using modelled language and different modes of presentation TRANSLATING 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. LANGUAGE VARIATION AND CHANGE Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships.
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<p>KEY PROCESSES: interacting, describing, labelling, presenting</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING 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.</p> <p>INFORMING Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests.</p> <p>TRANSLATING 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</p> <p>REFLECTING Reflect on own identity, including</p>			
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Years 7 and 8 Achievement Standard

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.

Updated 29/1/2018