

Arabic Years 5-6 Course Overview – Year A 2022

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: THREE FOR ONE</p> <p>KEY QUESTIONS: What makes the Arabic language so special?</p> <p>KEY CONCEPTS: Language, script</p> <p>KEY PROCESSES: Collaborating, interacting, expressing opinions, sharing</p>	<p>Module 2: MY SOCIAL CIRCLE</p> <p>KEY QUESTIONS: Where do I fit in? Is it important to belong to a group?</p> <p>KEY CONCEPTS: Self, family, belonging</p> <p>KEY PROCESSES: Sharing, classifying, translating, reflecting</p>	<p>Module 3: HOME SWEET HOME</p> <p>KEY QUESTIONS: What makes a house a home?</p> <p>KEY CONCEPTS: Place, home</p> <p>KEY PROCESSES: Identifying, translating, reflecting</p>	<p>Module 4: FOLK TALES</p> <p>KEY QUESTION: What is the real story behind Disney's <i>Aladdin</i>? What do we have to learn from traditional Arabian folk tales?</p> <p>KEY CONCEPTS: Story, imagination</p> <p>KEY PROCESSES: Responding, connecting, creating, performing, translating</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions</p> <p>TRANSLATING Produce bilingual texts and resources such as displays, instructions and newsletters for own learning and for the school community, identifying cultural</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities</p> <p>INFORMING Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds</p>	<p>CONTENT DESCRIPTIONS</p> <p>INFORMING Convey ideas and information on topics of interest and aspects of culture in different formats for audiences</p> <p>REFLECTING Reflect on their experiences of interacting in Arabic- and English-speaking contexts, discussing adjustments made when moving between languages</p>	<p>CONTENT DESCRIPTIONS</p> <p>CREATING Share responses to a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, fables and films, by expressing opinions on key ideas, characters and actions, and making connections with own experiences and feelings</p> <p>TRANSLATING Translate and interpret texts from Arabic into English and vice versa for peers, family and community,</p>

terms in either language to assist meaning SYSTEMS OF LANGUAGE Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing	REFLECTING Reflect on how own biography, including family origins, traditions, and beliefs, impacts on identity and communication	LANGUAGE VARIATION AND CHANGE Explore how language use differs between spoken and written Arabic texts, and depends on the relationship between participants and on the context of the situation	and identify words and expressions that may not readily correspond across the two languages SYSTEMS OF LANGUAGE Explore the structure and language features of spoken and written Arabic texts, such as news reports and conversations, recognising that language choices and the form of Arabic used depend on purpose, context and audience
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Across the year



Reading program: age-appropriate readers that support the language learning connected to each of the modules

Celebrations: as they occur during the year

Arabic Years 5-6 Achievement Standard

By the end of Year 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, ألعب ألعاب إلكترونية as well as other interests such as أشاهد أفلام الكرتون مع عائلتي في السينما; ألعب رياضي المفضلة مع أصدقائي بعد المدرسة في الحديقة العامة for example, أريد أن... يمكن أن...), provide suggestions such as ... حسننا! نعم ولكن؛ أعتقد أن...; ما معنى ... حسنا؟ نعم ولكن؛ أعتقد أن...). 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 الـ... characters for example, أحب علاء الدين, and actions for example, يحب على نيمو أن يسمع كلام أبيه, and making connections with own experience, for example, أنا أيضاً يجب أن أحب الملك في الفيلم لأنه الأفالع... They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses for example, أكلت/أكلت/يدهب/يذهب, basic conjunctions for example, وأو, and and apply verb conjugation for example, أكلت/أكلت, suffixes for example, صباحاً/لليلاً/ يومياً, and adverbs for example, الصفة للذكر والصفة للمؤنث للأشياء والأشخاص 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; 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 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 والفوائل 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.

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