

Arabic Years 7-8 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	
Module 1: Welcome to the Arabic language		Module 2: About Me		Module 3: School Life		Module 4: Which Calendar?	
<p>KEY QUESTIONS: 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>KEY QUESTIONS: What makes me, me? Who am I?</p> <p>KEY CONCEPTS: Self, family, relationships, identity, personal world.</p> <p>KEY PROCESSES: interacting, describing, labelling, presenting</p>		<p>KEY QUESTIONS: What should school be like?</p> <p>KEY CONCEPTS: School, routines, relationships</p> <p>KEY PROCESSES: Reflecting, describing, interacting, interacting, identifying</p>		<p>KEY QUESTIONS: Why do we have three calendars? What are the characteristics of each season?</p> <p>KEY CONCEPTS: environment, time, etiquette</p> <p>KEY PROCESSES: Describing, identifying, interacting, comparing, reporting, mapping</p>	
CONTENT DESCRIPTIONS		CONTENT DESCRIPTIONS		CONTENT DESCRIPTIONS		CONTENT DESCRIPTIONS	
<p>SOCIALISING 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>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 Create bilingual texts such as posters, games and signs for the classroom and school community, making decisions</p>		<p>INFORMING Present information to describe, compare and report on ideas and experiences in different modes.</p> <p>TRANSLATING Create bilingual texts such as posters for the different seasons and translate texts from Arabic into English and vice versa.</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>CREATING Create and adapt texts with imaginary scenarios,</p>	

<p>REFLECTING Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify language for different cultural perspectives.</p> <p>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.</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 on particular themes or events in different modes, such as menus, brochures, cartoons, explaining culture-specific words and expressions.</p> <p>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</p> <p>LANGUAGE VARIATION AND CHANGE Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships.</p>	<p>about words and expressions that do not readily translate</p> <p>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, and use vocabulary that relates to familiar activities.</p>	<p>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</p> <p>ROLE OF LANGUAGE AND CULTURE Understand and reflect on language choices made in everyday communication in order to express ideas and perspectives that relate to cultural elements</p>	<p>characters and events, using, using modelled language and different modes of presentation</p> <p>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.</p> <p>LANGUAGE VARIATION AND CHANGE Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships.</p>
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Across the year 

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

Arabic Years 7-8 Achievement Standard

By the end of Year 8, students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, for example, السباحة، أشعر بالفرح؛ بالسعادة عندما أَلعب رياضة المفضلة؛ عندما أعزف الموسيقى. They use language conventions, such as رياضة ممتعة؛ أعتقد أن السفر مفيد جدا

الوقوف والإملاء والقواعد ال التعريف؛ الفواصل والنقط في نهاية الجمل/الترقيم vocabulary and sentence structures to apologise (for example, أنا أسف؛ أعتذر عن..., invite (for example, سوف أتصل بك بعد المدرسة؛ أراك غدا صباحا؛ ماذا لو أكملنا البحث مع؟؛ هل تريد أن أساعدك؟ . They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems, for example, أعتقد أن... رأيي أن..., and offer praise, for example, أرجو أن تحضر... أدعوك لحفل عيد ميلادي سوف أرسل البحث بالإيميل . They apply pronunciation and rhythm patterns in spoken Arabic to a range of sentence types. 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. They express opinions on the ways in which characters and events are represented in imaginative texts, and explain ideas, themes and messages, for example, ...بينما في النص الثاني... في القصة؛ هيام أذكى من عبير؛ في النص الأول, Students create texts with imagined places, events, people and experiences in a range of forms to entertain different audiences. They use grammatical forms and features such as adjective–noun agreement for example, الشابة الجميلة/الشاب الوسيم, adverbial phrases to indicate time, place and manner for example, في منتصف الطريق, في الصباح الباكر؛ and irregular, plural, imperative and auxiliary verbs for example, to elaborate their oral and written communication. They translate texts from Arabic into English and vice versa, and compare own translations with others', explaining differences and possible reasons and alternatives. They make language choices that best reflect meaning to create bilingual texts, identifying and using words and expressions that carry specific cultural meaning. 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.

Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, الفواصل وعلامات الإستفهام, والاسستكار والتعجب والجمل المبطنة. 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. Students explain how and why changes to social settings affect verbal and non-verbal forms of communication. They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts. 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

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