The Australian Curriculum

Subjects	Arabic
Year levels	Year 5

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Years 5 and 6 Content Descriptions

Communicating

Socialising

Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities
[Key concepts: relationships, experiences; Key processes: describing, listening, comparing, explaining]
(ACLARC137 - Scootle)

Elaborations

exchanging information about everyday experiences, for example,

ماذا تفعل بعد المدرسة؟ متى تأكل طعام العشاء؟ أين تلعب الرياضة؟
بعد المدرسة ألعب كرة القدم؛ في الساعة الثامنة أذهب إلى النوم؛ وأنت متى تنام؟
أقرأ قصة قبل النوم؛ وأنتِ هل تقرأين قبل النوم؟

describing friends and family members, including physical appearance and personal characteristics/qualities, for example,

أمي إمرأة طويلة ورشيقة؛ تحافظ على صحتها؛ أبي شخص منتظم في عمله ومسؤول في بيته؛ صديقي سامي مهذب ولكنه لا يهتم بدراسته ولا بصحته؛ أصدقائي جميعهم لطفاء ولكنهم لا يأخذون المدرسة بجدية

sharing feelings about weekend activities, using different modes of communication such as text messages, email or social media, and giving reasons for choices made, for example,

يوم السبت ألعب التنس مع أبي؛ في العطلة الأسبوعية أذهب مع عائلتي إلى المطعم؛ أحضر حصة للموسيقى يوم الجمعة؛ أشعر بالسعادة في حصة الموسيقى؛ أحب العزف على البيانو كثيرا؛ أتعلم اللغة العربية يوم السبت صباحاً؛ إخترت الرياضة لأنها مفيدة للجسم؛ ألموسيقى تساعدني على التفكير

recounting experiences with family and friends in a variety of ways, for example, in conversations, diaries or digital presentation

ذهبت البارحة مع عائلتي إلى المتحف؛ شاهدت مع أخي فيلماً جديداً في السينما؛ كانت لعبة الركبي ممتعة؛ كانت رحلة المدرسة إلى حديقة الحيوان مملّة

Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions
[Key concepts: organisation, transaction; Key processes: negotiating, explaining, advising, making choices]
(ACLARC138 - Scootle)

Elaborations

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making collaborative decisions and arrangements using expressions for counting, ordering and organising ideas, for example,

أوّلاً؛ نختار أفراد الفريق؛ ثانياً نوزّع الأدوار؛ ثالثاً؛ نعرض الأفكار؛ أخيراً نعمل على دورنا
في البداية سوف أجمع الصور ؛ بعد ذلك سوف نبحث في الإنترنت عن المعلومات وفي النهاية سنجمع كل شيء سويّاً

engaging in transactions by asking for and providing information, such as giving prices and asking for goods and services, for example,

ما سعر ...؟ بكم هذه اللعبة؟ ما سعر كيلو البرتقال؟ بكم كيس الخبز؟ ربطة الخبز بدولار ونصف؛ سعر كيلو التفاح ثلاثة دولارات
أحتاج مساعدة من فضلك؛ هل تقدر أن تساعدني؟ أنا أبحث عن خوذة لقيادة الدرّاجة؛ أين أجدها؟ هل عندكم الفيلم الكرتوني الجديد؟

making suggestions and choices in the allocation of roles and explaining the reasons for such choices, for example,

أنا أحب أن أكون الطبيب؛ لماذا لا تكون أنت المعلم؟ لماذا لا تأخذ دور النادل في المطعم؟ دوري طبيب لأنني أحب أن أكون طبيباً في المستقبل؛
خذي دور الأم لأنّ دورها قصير

creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning Arabic

Interact in classroom activities, such as creating and following shared rules and procedures, expressing opinions, and asking for and providing clarification
[Key concepts: attitude, values, roles, responsibility; Key processes: expressing, sharing, requesting, clarifying, planning]
(ACLARC139 - Scootle)

Elaborations

contributing to classroom activities by providing suggestions, such as for developing rules for a bilingual classroom, for example,

إستمع للمعلمة؛ إحترم الجميع؛ إنتظر دورك؛ لا تأخذ شيئاً ليس لك؛ إذهب إلى الحمام في الفرصة؛ أكمل كل دروسك في الصف؛ لا تصرخ
كن مؤدباً؛ لطيفاً؛ هادئاً؛ عادلاً؛ ودوداً؛ كوني هادئة؛ لطيفة؛ صادقة

expressing opinions about procedures and experiences, for example,

هذا الواجب صعب؛ الإمتحان طويل؛ ما عندي وقت؛ المعلمة لم تصحح إمتحان الإملاء بعد

asking for and providing clarification, for example,

أين أضع الصورة؟ أين أكتب الجملة التالية؟ ماذا تقصد؟ أقصد: ضع الصورة تحت الكتابة؛ أكتب الجملة بجانب الصورة

giving advice and sharing ideas with peers about biliteracy development and learning strategies, for example,

الأفضل أن نكبّر حجم العنوان؛ هذه الكتابة أفضل من الأخرى؛ أقترح أن نستعمل الألوان في الرسم

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Informing

Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds
[Key concepts: time, place, media, culture; Key processes: listening, viewing, reading, selecting, organising]
(ACLARC140 - Scootle)

Elaborations

identifying and classifying information in texts such as advertisements, conversations, brochures and announcements, and sharing the information with others in a different format, for example, presenting a chart of favourite television programs or computer games

البرنامج التلفزيوني المفضل هو ...؛ أفضل برنامج ...؛ أحب برنامج ...؛ لعبتي الإلكترونية المفضلة هي ...؛ أفضل الألعاب الإلكترونية الحسابية

reading texts and extracting key points relating to a range of topics, for example, social activities for young people in the local community, and discussing information with peers, using expressions such as

الطقس هذه الأيام بارد جدّاً؛ الصيف هذا العام سيكون حارّاً؛ قلة الأمطار هذه السنة
الشباب يحبون رياضة كمال الأجسام ويذهبون إلى االنادي الرياضي؛تحبّ البنات رقص الزومبا؛ هل تحبين الرقص أيضًا؟

reading, viewing and listening to a variety of texts to collect and organise information about an Arabic cultural event or celebration, such as الأعياد الوطنية أو الدينية, in a digital display for the class or school community

identifying and comparing perspectives on cultural aspects of lifestyles in different Arabic-speaking communities as represented in spoken and written texts, for example,

الجريدة المحلية كتبت أنّ الأغاني الجديدة مملة؛ ولكن الجميع يحبها

Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences

[Key concepts: audience, context, lifestyle; Key processes: using, transposing, summarising]
(ACLARC141 - Scootle)

Elaborations

presenting information or ideas in multimodal texts for a particular audience, such as a virtual tour of the school or neighbourhood for a sister school in an Arabic-speaking community overseas

creating a performance or interactive display to inform younger children about the benefits of maintaining Arabic language

conveying information relating to significant people, places or events in Arabic-speaking communities

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through different text types, such as a poster for a concert, a profile of a famous Arabic-speaking actor or a digital guide to a place of interest

preparing and giving simple oral or visual presentations on aspects of their personal world, such as a timeline of growth and change, or family celebrations of birthdays and other special occasions, for example,

ولدت في العراق وأتيت إلى أستراليا وعمري خمس سنوات؛ أنا مولود في أستراليا وعيد ميلادي في شهر مارس؛ ولدت في شهر أيلول؛ أحتفل بعيد ميلادي في ديسمبر؛ عيد زواج أبي وأمي في شهر آب

presenting key ideas relating to aspects of lifestyle in the local community, using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), compare statistics or ideas (Venn diagram), or highlight frequency (graphs)

الرياضة ضرورية للصحة؛ المأكولات السريعة وأضرارها؛ الألعاب الإلكترونية وعدم الإختلاط بالعائلة؛ السمنة والكسل

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
[Key concepts: connection, feelings; Key processes: interpreting, expressing, explaining, comparing] (ACLARC142 - Scootle)

Elaborations

listening to and viewing imaginative texts in print, digital and multimodal formats, such as cartoons, folk tales and fables, and sharing opinions or feelings about ideas, events and experiences, using expressions such as

سندباد رجل شجاع؛ علي بابا حرامي ظريف؛ لا أحب قصة علاء الدين والمصباح السحري؛ القصة مملة وغير معقولة؛ القصة فيها خرافات كثيرة؛ قصة المصباح السحري مثيرة لكنها غير واقعية

responding to questions about characters in different types of imaginative texts, such as films or cartoons, by listing words or expressions associated with the character's personality and explaining how they can or cannot relate to them, for example,

شخصية الولد في الفيلم مثل شخصيتي؛ هو يحب اللعب وأنا كذلك؛ لقد سافر وهو صغير وأنا أيضاً اتيت إلى أستراليا وأنا صغير؛ البنت في الكارتون تحب الثياب الملونة مثلي ولكنها مشاغبة وأنا هادئة وأسمع كلام أمي

comparing favourite characters or events in imaginative texts such as cartoons, stories or digital games, using expressions such as

اللّاعب الأول أقوى من اللّاعب الثاني؛ هذه اللعبة أصعب من اللعبة الأخرى؛ أفضل شخصية في القصة هي صديقة عبير لأنها أكثر واحدة تحب سناء وتساعدها؛ أحب شخصية عندي هي سمير لأنّه مضحك

discussing key messages and cultural elements in imaginative texts, such as the moral of a story/fable, an idea or value in a song, or the qualities or behaviour of a character

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Create and perform imaginative texts in print, digital or online formats, such as songs, stories, video clips or short plays, based on a stimulus, concept or theme

[Key concepts: imagination, creativity, expression; Key processes: composing, performing, imagining]
(ACLARC143 - Scootle)

Elaborations

creating own imaginative texts based on characters, settings and events in familiar stories for own and others' enjoyment and interest

creating individual or collaborative poetry, such as an acrostic poem or rap, experimenting with rhyme and rhythm

creating, performing and filming own imaginative texts in print, digital or online formats, such as a commercial for a new product, a short video clip of a role-play, or an announcement about an event

creating and performing alternative versions of known songs or short plays by creating new lyrics or dialogue and experimenting with voices and actions to convey different moods and feelings

Translating

Translate and interpret texts from Arabic into English and vice versa for peers, family and community, and identify words and expressions that may not readily correspond across the two languages
[Key concepts: correspondence, interpretation, audience; Key processes: translating, comparing, explaining]
(ACLARC144 - Scootle)

Elaborations

identifying words and expressions in Arabic and English that cannot be readily translated, clarifying meanings and explanations, for example, فزت فوزاً ساحقاً لعبت لعباً؛ جميلة كالقمر؛

interpreting Arabic expressions in familiar texts such as greeting cards, menus and stories, and considering how these expressions reflect aspects of Arabic language and culture

translating texts such as public signs, advertisements and food packaging from Arabic into English and vice versa, for example, 'no parking', 'no dogs', 'no-smoking zone', الوقوف ممنوع؛ الكلاب ممنوعة؛ التدخين ممنوع؛, to identify differences in elements of language structure and vocabulary use

creating Arabic versions of school signs, notices and class rules, 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'

الملعب؛ مكتب الإدارة؛ المقصف/دكان المدرسة؛ ممنوع اللعب في هذه المنطقة؛ اللعب غير مسموح بدون قبعة

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Produce bilingual texts and resources such as displays, instructions and newsletters for own learning and for the school community, identifying cultural terms in either language to assist meaning
[Key concepts: bilingualism, linguistic landscape; Key processes: translating, modifying]
(ACLARC145 - Scootle)

Elaborations

designing bilingual texts such as a poster for a class or school assembly performance, or a newsletter about a sports carnival or school event

using bilingual dictionaries and electronic translating tools to create bilingual texts such as captions, menus and timetables, comparing own version with peers' and identifying differences in translation

creating parallel lists of informal Arabic and English expressions for own use in everyday interactions with friends and family

creating bilingual texts, such as songs, a board game, a web page for recipes or an instruction manual for a game, identifying and labelling culture-specific terms to support understanding

Reflecting

Reflect on their experiences of interacting in Arabic- and English-speaking contexts, discussing adjustments made when moving between languages
[Key concepts: biculturality, meaning, context, belonging; Key processes: comparing, explaining]
(ACLARC146 - Scootle)

Elaborations

explaining changes they make when moving between English- and Arabic-speaking contexts, for example, adjusting the way they communicate to adults and authority figures in Arabic by using لو سمحت؛ من فضلك؛ أرجوك, or how they use different introductions depending on the audience, such as using بالإذن يا أبي ؛ هذا سليم صديقي من المدرسة to introduce friends to their parents and عادل؛ تعال؛ هذا ماهر صديقنا الجديد to introduce friends to each other

identifying changes they make when interacting in an Australian-English context, for example, using different forms of address, or different ways of showing politeness, and discussing why these adjustments are appropriate

reflecting on instances when moving between Arabic- and English-speaking contexts has felt comfortable, awkward or difficult and explaining why this might be the case, for example, translating to parents what the teacher is saying, helping an elderly person who cannot speak English find the bus stop

discussing the ways in which they communicate with Arabic speakers, for example, making

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appropriate eye contact, allowing for personal space, and respecting elderly people, parents and teachers, and making comparisons with the ways in which they communicate with English speakers

Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication
[Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing]
(ACLARC147 - Scootle)

Elaborations

discussing how their Arabic cultural heritage influences who they are, how they think about things and how they interact and behave in different contexts

identifying aspects of personal identity such as age, gender and social status that are important when interacting in Arabic-speaking contexts and may be understood differently in Australian cultural contexts

identifying key influences on their sense of identity, such as their family origins, traditions, beliefs and significant events, for example,

مكان الولادة؛ التربية العائلية؛ عدد أفراد العائلة؛ العادات والتقاليد التي تربى عليها؛ خبرات الطفولة في المدرسة والبيت؛ تأثير الأصدقاء؛ المفاهيم الإجتماعية السائدة؛ المفردات التي تستخدم في البيت؛ في الشارع وفي المدرسة

exploring how they communicate with one another, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, a family celebration, a school concert, or the birthday party of a non-Arabic-speaking friend

Understanding

Systems of language

Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing
[Key concepts: sound systems, application, writing systems; Key processes: analysing, applying]
(ACLARU148 - Scootle)

Elaborations

understanding that vowel marks influence the way words are pronounced, for example,

أكلتُ التفاحة؟ أكلتِ التفاحة؛ المدرسةُ واسعة/في المدرسةِ

discriminating between the use of alif, waaw and yih as either consonants or long vowels in words, for

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example,

سال الدم من يد سعاد/سأل الولد المعلمة

applying pronunciation rules when speaking and reading aloud, for example,

؛ المدة والشدة؛ والتنوين ؛ والياء المقصورة والتاء المربوطة والطويلة مُ/عَ/لِّ/مة؛ تِ/ل/ميذ...

recognising the different ways of pronouncing the long vowel ا, for example, ندا؛ ندى؛ لذا؛ لدى؛ متى؛ فتى, and writing the long vowel ء, for example, شيء؛ قراءة؛ مسؤول

applying phonic knowledge to spell unfamiliar words, for example,

جِئتُ؛ آكل؛ شيء

applying accurate spelling in familiar words, phrases, sentences and texts

Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences

[Key concepts: grammar, syntax, vocabulary knowledge; Key processes: applying, explaining, understanding]
(ACLARU149 - Scootle)

Elaborations

applying rules of past tense verb conjugation to describe past actions and events, for example,

أنا أكلتُ؛ أنتَ شربتَ؛ أنتِ ذهبتِ؛ هو كتبَ؛ هي ركضَت؛ هم تأخروا

producing complex sentences using present tense verb conjugation, for example,

أمي تطبخ طعاماً لذيذاً؛ أبي يغسل السّيارة كل أسبوع؛ أساعد في تنظيف البيت دائماً؛ المعلمون يتكلمون كثيراً

expressing negation in complex sentences, for example

لا أريد أن ألعب هذه اللعبة؛ ليس عندي طعام مفضّل؛ لم؛ لن

using the imperative form of verbs to address different people and groups, orally, such as in speeches and presentations, or in writing, such as in a group email, for example,

تعالوا جميعاً نشارك في يوم تنظيف أستراليا؛ هيّا شاركوا معنا؛ قولوا للجميع؛ لا تتأخروا

understanding gender and number agreement between nouns and adjectives, for example, كتاب واحد رخيص؛ ثلاثة كتب رخيصة؛ عشرة كتب غالية؛ طاولة واحدة ثقيلة؛ أربع طاولات قديمة ؛ تسع طاولات كبيرة using irregular adjectives to describe number, shape and colour, for example,

فزت في المرتبة الأولى؛ أتيتُ الثاني في الإمتحان؛ حقيبتي حمراء؛ قميص أحمر؛ قلم أخضر؛ ممحاة خضراء؛ شكل مدوّر؛ مثلث؛ مربع؛ مستطيل

describing a relationship using a possessive pronoun for singular and plural third person, for example

سليم يحب ابي كثيراً؛ هناء تستمع إلى أمها دائماً

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using conjunctions (بينما) to make comparisons between people or actions, for example, كامل صديق ودود لكن؛ كذلك, and to link ideas and sentences, for example, بينما مازن شخص غيّور؛ أمل تلعب التنس بينما علياء تسبح بمهارة

using adverbial phrases to expand on ideas and elaborate on information related to feelings, attitudes and abilities, for example

أمي تتكلم بثقة كبيرة؛ المعلم يشرح الدرس بطريقة مفهومة؛ أخي يتكلم في الخطب بجرأة كبيرة

understanding and applying rhetorical questioning techniques in oral and written interactions to provoke thought and response, for example, أليس كذلك؟؛ من منا لا يحب اللعب على الكومبيوتر؟

building compound sentences to express opinions, preferences or reasons, for example

الكاتب المفضل عندي هو... لأن قصصه مشوقة وفيها كثير من المفاجآت؛ قصص مسلية وتحتوي على الخيال

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
[Key concepts: structure, coherence, textual features; Key processes: connecting, applying]
(ACLARU150 - Scootle)

Elaborations

identifying the purpose, context and audience of a range of familiar texts, for example, fairy tales, songs, poems, short plays and video clips

listening to, reading and viewing different types of texts with a common topic and comparing features, for example, examining a print report, a television report and an internet announcement about an accident and discussing how the different features of each text combine to make similar meaning

discussing key features, audience and purpose of different types of texts, for example, a shopping list serves as a reminder to self of items to be purchased, whereas a permission note seeks permission from another person to do or have something

making connections between the degree of formality of a situation and the form of Arabic used, such as the use of colloquial Arabic in informal spoken texts and of Modern Standard Arabic in formal spoken situations and in written texts

analysing how different types of texts create specific effects by using particular aspects of language, for example, superlative adjectives and imperative verb forms in advertisements designed to persuade customers

Language variation and change

Explore how language use differs between spoken and written Arabic texts, and depends on the

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relationship between participants and on the context of the situation
[Key concepts: language, variation, context, relationship; Key processes: observing, explaining]
(ACLARU151 - Scootle)

Elaborations

understanding the importance of using appropriate forms of address when interacting with different people, for example, the use of سيد ماجد؛ أستاذ هاني؛ سيدة عبير؛ خالتي رانيا؛ عمي حسين حضرتك؛ عم كريم؛ خالة سامية with adults, both close relatives and strangers

recognising how language use reflects the mood, feelings, attitudes or relationships of the people involved, for example,

إنها أمي تتصل على المحمول مرة ثانية! سعاد، ماذا تريدين الآن؟

experimenting with different vocabulary and language structures in Modern Standard Arabic, and making comparisons with Arabic dialects spoken by themselves and peers, discussing similarities and differences

comparing spoken and written texts, for example, a spoken and a print advertisement, or a spoken conversation and an email, and explaining how mode relates to linguistic structures and features and how this affects meaning

recognising differences in language use between class presentations and everyday conversations

explaining why different forms of Arabic are used depending on the context of communication, such as the use of Modern Standard Arabic when communicating with people with different dialects or with the teacher in the classroom, compared with the use of colloquial Arabic at home

Explore the origins of Arabic and how it has been influenced by and influences other languages
[Key concepts: language, change, borrowing; Key processes: reflecting, selecting, connecting]
(ACLARU152 - Scootle)

Elaborations

recognising that the Arabic alphabet has similarities with the Aramaic alphabet system (alpha being the first letter, and beta the second), and that the Arabic ordering system أ؛ب؛ج؛د is based on the Aramaic alphabet

understanding that many words in Arabic are borrowed from indigenous languages of the Arabic-speaking world, such as Assyrian, Aramaic and Syriac, Phoenician and Berber, for example, أب؛ رأس؛ دم؛ أخ؛ أخت؛ شمس؛ لسان؛ أنا؛ أنت؛ هو؛ نحن؛ كلب؛ بيت؛ سمع؛ كتاب , and regional languages such as Persian, Turkish and Kurdish, for example, بوظة؛ دولاب؛ دولمة؛ بسطرمة؛

exploring the meaning of famous names of people and places and reflecting on their origin and on

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naming systems, such as

بابل؛ بحرين؛ سوريا؛ بيت لحم؛ موصل؛ لبنان؛ أور؛ بيروت ؛

investigating the influence of Arabic on other languages such as Berber, Kurdish, Amharic, Tigrinya, Persian, Pashto, Urdu, Punjabi, Portuguese, Sindhi, Tagalog, Turkish, Spanish, Hindi, Swahili, Somali, Malay and Indonesian, for example, the Arabic word for ‘book’ كتاب is used in most of the languages listed

identifying languages that were derived from Arabic, for example, Maltese and Nubi

Role of language and culture

Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures
[Key concepts: values, attitudes, behaviour; Key processes: exploring, describing, comparing] (ACLARU153 - Scootle)

Elaborations

describing own and others’ ways of communicating, and identifying aspects that reflect traditions, values and practices in Arabic-speaking communities

exploring words or expressions commonly used in informal interactions in the Australian context, and interpreting or explaining them for young Arabic speakers, for example, ‘mate’ or ‘fair dinkum’

noticing similarities and differences between own ways of communicating and interactions between young Arabic and English speakers in different contexts and situations, for example, expressions of politeness or turn-taking in conversations, and reflecting on the influence of culture on language use

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