The Australian
Curriculum

Subjects	Arabic
Year levels	Year 3

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Years 3 and 4 Content Descriptions

Communicating

Socialising

Socialise and build relationships with the teacher, family and friends through the exchange of personal information relating to home and school environment, such as everyday routines
[Key concepts: friendship, experiences, routine, time; Key processes: describing, expressing, sharing]
(ACLARC120 - Scootle ↗)

Elaborations

asking and answering questions about information relating to self, peers, friends and family members, for example,

أين ولدت؟ ماذا تتكلم في البيت؟ ماذا يعمل أبوك؟ أين تذهب يوم السبت؟ من هي صديقتك؟ لماذا تحب جدتك؟ ماذا تفعل بعد المدرسة؟ أي رياضة تلعب؟
ولدت في العراق؛ أتكلم العربية في البيت؛ أحب الشوكولاتة كثيرا؛ أحب أبي وأمي جداً؛ أبي يعمل في المستشفى؛ أمي طبيبة؛ أخي يدرس في المدرسة؛ أختي في الجامعة؛ يوم السبت أذهب إلى بيت جدي؛ يوم الأحد اذهب إلى المطعم.

sharing information about daily routines and favourite activities at home and school, for example,

أستيقظ باكراً، آكل الفطور؛ ألبس ثيابي؛ أشاهد التلفاز؛ أكمل فروض المدرسة؛ ألعب ألعاباً الكترونية؛ أرتب سريري؛ أنظف غرفتي؛ ألعب كرة القدم؛ أذهب إلى المسبح.

using common expressions and appropriate body language when responding to frequently used comments and questions, for example,

يبدو أنك متعب؛ متى نمت البارحة؟ لماذا تأخرت هذا الصباح؟ كيف تأتي إلى المدرسة؟ هل عندك طعام للفرصة؟

exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form, for example,

هل تحب أن تأتي إلى حفلة عيد ميلادي؟ سمير؛ أنا أدعوك إلى بيتي يوم السبت؛ تعال نلعب معاً.
عيد ميلاد سعيد؛ كل عام وأنت بخير؛ أتمنى لك عيداً سعيداً.

Participate in collaborative tasks and shared experiences that involve planning and simple transactional exchanges, such as playing games, role-playing dialogues, and preparing and presenting group work
[Key concepts: participation, cooperation, collaboration; Key processes: sharing, negotiating]
(ACLARC121 - Scootle ↗)

Elaborations

asking and responding to questions in group activities such as number and memory games, for example,

<div dir="rtl">

كم ورقة عندك؟ أي عدد إخترت؟ ما هي الأعداد التي تريدها؟ إخترت عدد ثمانية؛ عددي المفضل ستة؛ وصلت إلى الرقعة الثالثة؛ أنا في الخانة الأولى

</div>

negotiating roles for shared tasks using simple expressions such as

<div dir="rtl">

ماذا عن دور الأب؟ أنت لا تقدر ان تكتب كل القصة؛ أنا اكتب النصف وأنت تكتب النصف الآخر؛ أنا دوري المشتري وأنت دورك البائع؛ هل تحب أن تكون البائع؟

</div>

participating in role-plays, such as buying goods from a shop, using props, for example, هل عندك حليب؟, to engage in conversation

preparing, rehearsing and presenting a group activity for class or school about a familiar situation or event, using expressions such as

<div dir="rtl">

اليوم سوف نقدم لكم عرضاً عن عيد الأم؛ شكراً لاستماعكم؛ أنا كامل وهذه لينا وهذا محمود؛ نرجو أن تستمتعوا بالعرض

</div>

Participate in everyday classroom activities, such as giving and following instructions, attracting the teacher's attention and asking for repetition
[Key concepts: respect, politeness; Key processes: participating, requesting, responding]
(ACLARC122 - Scootle ↗)

Elaborations

giving and following classroom instructions, for example,

<div dir="rtl">

أكتب التاريخ هنا؛ أرسم خطّاً على الورقة؛ أكتب العنوان فوق؛ إغلق الباب؛ إجلس في مكانك؛ توقّف عن الكلام؛ دورك؛ تكلم

</div>

attracting attention and asking for help in classroom situations, for example, عندي فكرة رائعة!؛ ممكن أن أتكلم؟

requesting repetition, for example,

<div dir="rtl">

ممكن أن تعيدي السؤال؟ لم أفهم السؤال؟ من فضلك، أعد السؤال. ما معنى ...؟

</div>

praising and encouraging peers, and using formulaic expressions and interjections, for example,

<div dir="rtl">

ممتاز!؛ جيد جداً؛ هذا عمل رائع!

</div>

Informing

Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts
[Key concepts: time (routines), leisure; Key processes: listening, reading, viewing, selecting, sequencing]
(ACLARC123 - Scootle ↗)

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Elaborations

recording and classifying information obtained from others, such as favourite foods and places to visit, for example,

يحب سالم التبولة؛ يحب عادل الدجاج؛ تفضِّل سعاد الخضار؛ يحب علي كرة القدم؛ يفضِّل ماجد السباحة؛ ويفضِّل رامي العزف على الجيتار؛ تحب البنات الموسيقى بينما الأولاد يحبون الرياضة

listening to short spoken texts with new vocabulary and unfamiliar language, and identifying key information, for example, the name and number on a recorded phone message

مرحبا
إسمي سهام
أريد التكلم مع سامر بخصوص الإمتحان
أرجو الإتصال بي على الرقم 0456566777

comparing profiles and stories in print and digital form about different people and their daily routines, and creating a display with names and short descriptions, for example,

هذه فادية؛ عمرها سبع سنوات؛ تسكن مع والديها وعندها أربع أخوات. تحب فادية المدرسة كثيراً وأيضا تحب اللَّعب على الكومبيوتر والرّسم والسباحة. فادية صديقة وفيَّة وحنونة.

gathering information about other people's interests, for example, through conducting interviews or surveys about weekend activities, and selecting specific information to include in a short report

locating and sequencing information to describe people and events, for example,

البنت تدرس؛ يساعد الولد أمه؛ ينظف الأب الحديقة؛ تحضِّر أمي الفطور في الصباح؛ ينظف أبي السيارة في المساء

obtaining and using information from print, digital and multimodal texts related to a range of learning areas, such as completing a simple science experiment, or naming countries, significant land features and historical places on a map, for example,

أهرامات مصر؛ معبد الأقصر؛ قلعة بعلبك؛ ملوية سامراء؛ مدينة نينوى الأثرية

Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes
[Key concept: representation (private life); Key processes: organising, selecting, presenting]
(ACLARC124 - Scootle ↗)

Elaborations

reporting on information gathered from sources such as interviews, surveys and brochures, using drawings, posters and collages

creating print or digital texts to introduce family members and friends and describe relationships and personal information relating to their background and experiences, using simple descriptive language and supporting resources, for example,

وليد عنده ثلاث أخوات وأخ واحد صغير؛ يسكن وليد في منطقة رايد في بيت كبير مع عائلته. جاء وليد من مصر عندما كان عمره أربع سنوات. يحب وليد بيته وعائلته كثيراً

creating a class book or visual/digital display relating to a school event such as an excursion to the zoo or museum, for example,

رحلة إلى حديقة الحيوان؛ في حديقة الحيوان؛ شاهدنا الأسد وهو نائم؛ كان هناك دبّ كبير وقردة بأحجام مختلفة
رحلة المدرسة إلى المتحف؛ ذهبنا إلى المتحف يوم الخميس؛ شاهدنا هناك آلات قديمة وصور أثرية للسكان في أستراليا؛ وشاهدنا صوراً لسفينة تاريخية

presenting information both orally and in writing on pastimes and activities relating to self and peers, describing actions, responses and feelings, for example,

ألعب كرة القدم جيداً؛ أسبح بمهارة؛ اقرأ بطلاقة؛ سمير يلعب الالعاب الالكترونية بمهارة
عندما أعزف الموسيقى أشعر بالفرح؛ بالحزن؛ بالملل؛ بالنشاط؛ بالسعادة؛ أحب الرسم لأنني أرسم أبطال الكارتون

Creating

Respond to imaginative texts, such as interactive stories and performances, identifying and describing characters, events, ideas and favourite elements
[Key concepts: character, people, places, experiences; Key processes: participating, responding, relating, reflecting]
(ACLARC125 - Scootle ↗)

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Elaborations

listening to, reading and viewing a range of print, digital and oral texts through shared and guided participation, and responding to questions about characters, ideas and events

comparing an Arabic fable such as سندباد البحري؛ علاء الدين والمصباح السحري؛ على بابا والأربعون حرامي with an Aboriginal or Torres Strait Islander story and highlighting the similarities and differences in characters, events and the moral of the story
✋

discussing imaginative texts, using short statements to describe aspects such as characters, settings or events, and illustrating and captioning aspects of texts

role-playing events in imaginative texts, using movement and actions to reinforce meaning and experimenting with voice and gestures to animate characters

Create and perform short imaginative texts, such as dialogues or collaborative stories based on Arabic fables, using formulaic expressions and modelled language
[Key concepts: imagination, experience; Key processes: presenting, creating, performing]
(ACLARC126 - Scootle ↗)

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Elaborations

> creating simple imaginative texts such as comics, short stories or poems, using modelled language to express own ideas and imagined experiences
>
> collaborating with peers to create and present picture or digital books, short plays or animations based on favourite characters in Arabic fables, using familiar language and formulaic expressions such as
>
> هذا علي بابا؛ علي بابا هو البطل في قصة علي بابا والأربعين حرامي؛ علي بابا شاب ...؛ يحب علي بابا ...؛
>
> modifying texts such as songs, for example, by substituting words in a well-known Arabic song or rhyme
>
> creating and performing alternative versions or endings of familiar stories, using voice, rhythm and gestures to animate characters

Translating

Translate and interpret words, expressions and sentences in simple English and Arabic texts, noticing similarities and differences or non-equivalence
[Key concepts: meaning, translation; Key processes: moving between languages, comparing]
(ACLARC127 - Scootle ⤢)

Elaborations

> using a picture or digital dictionary to find the meanings of simple vocabulary used in class, and comparing English and Arabic versions
>
> comparing Arabic expressions used in everyday interactions such as greetings with equivalent English expressions, identifying differences and similarities and words and expressions that do not translate easily, for example,
>
> مرحبا؛ صباح الخير/صباح النور؛ كيف حالك؟ الحمد لله؛ نشكر الرب
>
> translating short, simple texts from Arabic into English and vice versa, using cues to interpret meaning, such as layout, headings and familiar vocabulary
>
> identifying words that change meaning according to the context and Arabic-speaking region, for example, لبن/حليب؛ مبسوط

Produce bilingual texts and resources, including digital and online resources such as digital picture dictionaries, posters and signs, for their class and school community
[Key concepts: similarity, difference; Key processes: selecting, describing]
(ACLARC128 - Scootle ⤢)

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Elaborations

producing a parallel bilingual word list or digital picture dictionary by identifying known Arabic words or expressions and relating them to English equivalents, and vice versa, recognising that direct translation is not always possible

composing captions for images in Arabic and English to create simple bilingual storybooks in print or digital formats

creating texts in print, digital or online formats, such as descriptions in both Arabic and English on familiar topics, selecting from word lists vocabulary that best conveys the intended meaning in both languages

creating simple action songs and raps which include alternative repetitive phrases in Arabic and English, to perform for the school community

Reflecting

Reflect on their experiences as Arabic background speakers when interacting in English and Arabic, observing differences in language use and behaviours

[Key concepts: culture, language, behaviour; Key processes: examining, connecting]

(ACLARC129 - Scootle ↗)

Elaborations

comparing their interactions in Arabic and English, noticing different behaviours and language used, for example, adding the words خالة؛ عمو before the names of older family members and other adults to show respect, compared with addressing friends in English by their first name

describing elements of Arabic language that are different from English, including gestures such as patting the heart a few times to indicate 'That's enough, thank you…'

developing metalanguage for describing experiences of intercultural exchange in different contexts, for example,

أتكلم العربي في البيت مع جدي وجدتي ولكن مع إخوتي أتكلم الإنجليزي؛ أمي تتكلم معي بالعربي وأنا أرد عليها بالإنجليزي؛ عربيتي ليست قوية؛ أحب التكلم بالإنجليزية أكثر لأنها اسهل

Explore their own sense of identity, including elements such as family, background and experiences, and ways of using language in Arabic- and English-speaking contexts

[Key concepts: communication, identity; Key processes: reflecting, adjusting]

(ACLARC130 - Scootle ↗)

Elaborations

discussing the groups they belong to, including their families and Arabic cultural and language

groups, and reflecting on how membership of these groups affects their own sense of identity

creating texts in print, digital, online or multimodal formats that express personal views on identity, including as a member of different cultural and/or language groups, for example, their name, in English and/or Arabic, their life experiences overseas and in Australia, and reflecting on how these may be understood from an Australian and Arabic perspective

mapping personal profiles by creating a chart, timeline or web profile to highlight significant experiences or events, for example, marking an event when they identified as Lebanese, Egyptian, Iraqi or Arab, such as during religious ceremonies or special national events

noticing how they communicate in both Arabic- and English-speaking contexts, identifying differences in behaviour and discussing reasons for these, for example, how they would address their teacher compared to a family member such as an uncle

Understanding

Systems of language

Recognise and reproduce Arabic pronunciation and intonation patterns using vocalisation and features of individual syllable blocks, and understand that in Arabic script, most letters change appearance depending on their position
[Key concepts: sound and writing systems, syllables; Key processes: noticing, describing, comparing]
(ACLARU131 - Scootle ↗)

Elaborations

discriminating between simple vowels, for example, ثُ؛ تِ؛ تَ, long vowels or the three vowel letters ا،و؛ ي, such as تو؛ تي؛ تا and consonant letters in a syllable block

using basic punctuation in writing, including question marks (?), commas (,) and full stops (.) and semi-colons (؛)

recognising that letters change form depending on their place in the word, for example,

ك: كتب؛ يكتب؛ كتابك؛ ع: عين؛ معلم؛ م

noticing that vocalisation such as ﹷ ،ﹻ ،ﹹ may change the function of the word depending on where it is placed, for example, كَتَبَ؛ كُتُب؛ لَعِبَ؛ لُعَب

experimenting with Arabic words and vowels to construct and deconstruct syllable blocks, for example, كا/تب؛ سا/لم؛ فا/دي؛ كر/سي؛ غر/فة؛ ... ,example

using basic pronunciation and intonation rules when speaking and reading aloud

deducing from familiar sounds and contexts how to spell new words, for example, predicting how to spell هادي؛ وادي having learnt how to spell فادي؛ شادي

comparing different forms of writing for the letter أ, for example, أ؛إ؛آ

Understand and use key grammatical forms and structures, such as basic pronouns and possessive pronouns, singular/plural forms of regular nouns and adjectives, and prepositions

[Key concepts: number, syntax, verb forms; Key processes: sequencing, applying, relating]
(ACLARU132 - Scootle ↗)

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Elaborations

using subject–verb–object word order in simple sentences relating to home and school environment, recognising the use of the definite article and its impact on the meaning of the sentence, for example,

أكمل وسام الدرس؛ أكمل وسام درساً؛ نظفت سماح الغرفة؛ نظفت سماح غرفةً

understanding and applying singular nouns and regular plural noun endings in masculine and feminine forms, for example,

معلم- معلمون؛ معلمة - معلمات

using singular, second person and plural possessive pronouns to describe relationship or ownership, for example,

هذا دفترك يا سمير؛ لينا هذه حقيبتك؛ أمي أليس هذا مفتاح سيارتك؟ أبي أين نظارتك؟ كتبهم؛ لعبكم؛ غرفنا

using a range of adjectives in singular and plural form to describe appearance, feelings and personalities, for example,

أختي طويلة وأخي قصير؛ عين أخي واسعة؛ أبي طويل القامة؛ امي نحيفة الجسم؛ أنا سعيد جداً؛ أختي حزينة لأنها أضاعت كتابها المفضل؛ أمي مرحة جداً وأبي ودود وضحوك

using past tense verbs to recount events related to home and school contexts, for example,

قدمت فرضي للمعلمة؛ تأخرت عن الدرس؛ نمت متأخراً؛ نسيت كتبي في البيت

using imperative forms of simple verbs when giving others instructions, for example,

كلُ طعامك؛ نظّف أسنانك؛ أُكتب الجملة؛ أفتحي كتابك؛ إمسكي القلم؛ إسألي أمك

expressing negation in simple sentences, for example,

لا أحب مادة العلوم

using adverbs of place and time to expand on expressions, for example

إستيقظت باكراً؛ وصلت إلى المدرسة متأخراً؛ شاهدت المباراة في الملعب؛ قرأت الكتاب في مكتبة المدرسة

using a variety of prepositions to expand on spoken and written interactions, for example

في وقت الفراغ؛ في العطلة؛ ذهبت من البيت إلى المدرسة؛ أثناء الغداء إتصلت بأمي

understanding and using simple question words in interactions, for example

متى أتيت إلى البيت؟ من أعد لك الفطور؟؛ ماذا احضرت للغداء؟ كيف أتيت إلى المدرسة؟

Understand that familiar spoken and written Arabic texts, such as conversations and stories, have particular features and structures relating to different purposes and audiences

[Key concepts: linguistic features, genre, structure; Key processes: observing patterns, distinguishing]

(ACLARU133 - Scootle ⬀)

Elaborations

noticing differences between different types of texts in Arabic, for example, comparing a verbal recount of a well-known fable with the written text, or a text message with a phone call, an email with letter

recognising how elements of texts in print, digital and online formats, such as title, layout, illustrations and size of script in a Big Book, combine to make meaning

identifying and comparing the features of different types of texts, observing similar patterns and identifying differences, for example, the opening and signature in an email and a letter, a description in a story and a diary entry

classifying a range of texts in print, digital and online formats, such as stories, digital greeting cards, recipes, advertisements (print and online versions) and posters, according to their purpose(s), for example, to entertain, to describe, to inform or to persuade, and recognising language features typically associated with particular texts, such as the use of imperatives in recipes and time markers in stories

Language variation and change

Understand that Arabic as a spoken language varies according to region and country and that meaning can be influenced by gestures, tone and purpose

[Key concepts: dialect, variation; Key processes: observing, explaining]

(ACLARU134 - Scootle ⬀)

Elaborations

reflecting on how they communicate with their family and friends and with people less close to them, noticing differences in word choice, language use and communicative behaviour

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understanding that Arabic as a language has a standard form called اللغة العربية الفصحى, which is mainly used in writing, and a range of spoken dialects that differ greatly from region to region, for example, Lebanese, Egyptian, Sudanese and the Iraqi and Gulf regional dialects

understanding how differences in gestures and tone are used to change the meaning of spoken text, and how the purpose of interaction, such as to instruct or invite, changes the emphasis on words and expressions being used

Recognise that languages change over time and influence one another

[Key concepts: language change, influence, exchange; Key processes: observing, identifying, discussing]

(ACLARU135 - Scootle ↗)

Elaborations

identifying how Arabic has influenced other languages, for example, Indonesian (Kitab = كتاب, Kursi =كرسي) and Spanish (aceite = زيت), and the number system in English

understanding that Arabic, like all languages, is constantly expanding in response to intercultural experiences to include new words and expressions, for example,

دردشة على الإنترنت

recognising that some Arabic words are derived from other languages, such as الفستق , which is borrowed from Greek to mean 'pistachio'; or قز , which is borrowed from Persian to mean 'raw silk'

understanding that some languages are continuously evolving while others are endangered or being revived, for example, indigenous languages throughout the world, including Aboriginal languages and Torres Strait Islander languages in Australia

Role of language and culture

Compare and reflect on cultural practices relating to ways in which language is used in various Arabic-speaking communities and in the wider Australian context

[Key concepts: difference, expression, practices; Key processes: identifying, distinguishing, relating, comparing]

(ACLARU136 - Scootle ↗)

Elaborations

examining aspects of Arabic culture in familiar contexts, for example, identifying language use such as كل عام وأنتم بخير؛ أهلاً وسهلاً؛ شرقتونا and behaviours such as eating sweets at different celebrations and occasions

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reflecting on and explaining to others the significance of some common Arabic cultural practices and events, such as offering visitors food and drink, and serving sweets during special occasions, or coffee in times of mourning

comparing the cultural importance of music and traditional dance in different Arabic-speaking communities as expressions of identity and emotions, for example,

الدبكة اللبنانية والجوبية العراقية؛ والرقص الصعيدي الفلكلوري

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