

Languages – Arabic – Foundation to Year 10 Sequence – Scope and Sequence

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	Socialising and interacting	Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school	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	Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities	Initiate and sustain interactions with others by expressing and exchanging opinions on topics of interest, and maintain relationships through apologising, inviting or praising	Initiate, sustain and extend interactions with others through seeking and giving advice, and discussing future plans, aspirations, relationships and social issues
		Taking action and transacting	Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning	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	Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions	Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions	Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks, transactions and problem-solving, managing different views and perspectives
		Building language for classroom interaction	Participate in classroom activities and routines, such as opening and closing of lessons, responding to instructions and taking turns	Participate in everyday classroom activities, such as giving and following instructions, attracting the teacher's attention and asking for repetition	Interact in classroom activities, such as creating and following shared rules and procedures, expressing opinions, and asking for and providing clarification	Engage in classroom interactions and exchanges, clarifying meaning, and describing and explaining actions and responses	Engage in language learning tasks and experiences, discussing and justifying ideas and opinions

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge	Obtaining and using information	Locate and organise information from simple spoken, written and visual texts to identify details about people and objects	Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts	Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds	Locate, interpret and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions	Locate, analyse, interpret and evaluate information from online and digital sources on issues of interest to young people, making connections with own experiences and considering various perspectives
		Conveying and presenting information	Share information obtained from different sources, including online and digital sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning	Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes	Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences	Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit audience and purpose	Construct and present texts in varied styles and formats to convey own and others' perspectives on ideas and information for different contexts, audiences and purposes
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Listen to, view and read to simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, dance, drawing and other forms of expression	Respond to imaginative texts, such as interactive stories and performances, identifying and describing characters, events, ideas and favourite elements	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	Compare ways in which people, places and experiences are represented in different imaginative texts, analysing ideas, themes and messages and contrasting them with own experiences	Explore a range of imaginative texts, analysing themes, values and techniques, and discussing how aspects of language and culture help create particular effects

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Creating <i>(continued)</i>		Creating and expressing imaginative experience	Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non- verbal forms of expression	Create and perform short imaginative texts, such as dialogues or collaborative stories based on Arabic fables, using formulaic expressions and modelled language	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	Create and present imaginative texts, including multimodal and digital texts, such as songs, poems, plays, stories or video clips, involving fictional characters, events and contexts, to entertain different audiences	Create and present imaginative texts to express ideas, attitudes and values through characters, events and settings for a range of audiences, contexts and purposes
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	Translating and interpreting	Translate familiar Arabic and English words, phrases and expressions, using visual cues and word lists, and explain the meaning of particular words and verbal and non-verbal expressions	Translate and interpret words, expressions and sentences in simple English and Arabic texts, noticing similarities and differences or non-equivalence	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	Translate and interpret texts from Arabic into English and vice versa, compare own translations with others', discuss differences and possible reasons and alternatives, and make language choices that best convey equivalent meaning	Translate and interpret texts from Arabic into English and vice versa for different audiences and contexts, and reflect on how cultural values, attitudes and perspectives are represented in each language
		Creating bilingual texts	Create simple print or digital bilingual texts in Arabic and English, such as word lists, labels and captions, for their class, school and family	Produce bilingual texts and resources, including digital and online resources such as digital picture dictionaries, posters and signs, for their class and school community	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	Create bilingual texts on particular themes or events in different modes, including multimodal and digital modes, such as menus, brochures, cartoons or video clips, explaining culture-specific words and expressions, for example, by using captions and descriptions	Create bilingual texts that reflect aspects of culture for Arabic-speaking and English-speaking audiences in the school and wider community, for example, pamphlets, travel brochures or road directories

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	Reflecting on the experience of intercultural communication	Describe the experience of using Arabic at home and at school, such as how it feels and the particular behaviours they associate with speaking Arabic	Reflect on their experiences as Arabic background speakers when interacting in English and Arabic, observing differences in language use and behaviours	Reflect on their experiences of interacting in Arabic- and English- speaking contexts, discussing adjustments made when moving between languages	Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify language for different cultural perspectives	Reflect on how meanings vary according to cultural assumptions that Arabic and English speakers bring to interactions, and take responsibility for contributing to mutual understanding
		Reflecting on self as language user and how identity is shaped by interaction	Identify themselves as members of different groups, including the Arabic class, the school, and their family and community, describing their roles within these different groups	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	Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication	Reflect on how and why being a speaker of Arabic contributes to their sense of identity and is an important part of their Arabic cultural heritage	Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving

Languages – Arabic – Foundation to Year 10 Sequence – Scope and Sequence

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange							
Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words	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	Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing	Understand and apply rules of intonation and pronunciation in spoken texts, and apply writing conventions with increased accuracy in written texts	Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause, and writing conventions enhance meaning and aesthetic effect
		Grammatical and vocabulary knowledge	Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms	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	Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences	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	Analyse how the use of grammatical elements such as indirect object, passive voice, dual form, verb tense and word order impact on tone, speech level and formality, and on meaning-making

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language <i>(continued)</i>		Text structure and organisation	Recognise that language is organised as text, and that texts such as songs, stories and labels have different features	Understand that familiar spoken and written Arabic texts, such as conversations and stories, have particular features and structures relating to different purposes and audiences	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	Expand understanding of how the structure and language features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes	Understand the relationship between purpose, audience, context, linguistic features, and the textual and cultural elements associated with different types of texts, such as persuasive, argumentative and expository texts
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	Variation of language in use	Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers	Understand that Arabic as a spoken language varies according to region and country and that meaning can be influenced by gestures, tone and purpose	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	Explain how elements of communication and choice of language and register vary according to the cultural context and situation	Analyse and explain how variations in Arabic language use relate to roles, relationships and the context of interactions, and consider how and why these would differ from interactions in English or other languages represented in the classroom

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Language variation and change <i>(continued)</i>		<i>The dynamic and influential nature of language</i>	Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from one another	Recognise that languages change over time and influence one another	Explore the origins of Arabic and how it has been influenced by and influences other languages	Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts	Reflect on the dynamic nature of language, relating it to constantly changing environments and cultural conditions such as contact with other languages and cultures and changing circumstances in local and global contexts
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	<i>The relationship of language culture</i>	Understand that the languages people use and the way they use them relate to who they are, where and how they live and what is important to them	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	Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures	Understand and reflect on language choices made in everyday communication in order to express ideas and perspectives that relate to cultural elements	Explore how language both shapes and reflects thoughts and world views and encourages action and reaction, and is shaped by community and individual cultural experiences

Languages – Arabic – Year 7-10 (Year 7 Entry) Sequence – Scope and Sequence

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub strand	Description	Thread	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<i>Socialising and interacting</i>	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	Initiate and sustain interactions to develop relationships with peers and adults, exchanging ideas, opinions and feelings, comparing experiences and discussing future plans
		<i>Taking action and transacting</i>	Participate in collaborative planning, decision making and shared transactions, using different modes of communication	Participate in collaborative projects, providing ideas and suggestions, negotiating and justifying options, solving problems and completing transactions
		<i>Building language for classroom interaction</i>	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	Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding, elaborating on opinions and expressing agreement or disagreement
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge	<i>Obtaining and using information</i>	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	Extract, organise and evaluate information and ideas from a range of texts, analysing meaning, gist and purpose
		<i>Conveying and presenting information</i>	Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests	Convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	<i>Participating in and responding to imaginative experience</i>	Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, and sharing opinions, ideas and responses relating to characters, settings and events	Respond to imaginative texts such as poems and films, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences
		<i>Creating and expressing imaginative experience</i>	Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation	Create imaginative texts in multimodal forms, including digital, that draw on past experiences or future possibilities, experimenting with different techniques

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub strand	Description	Thread	Years 7 and 8	Years 9 and 10
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	Translating and interpreting	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	Translate and interpret texts from Arabic into English and vice versa, compare own translations and interpretations with others' and discuss reasons for differences
		Creating bilingual texts	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	Create bilingual texts for the wider community, such as notices, promotional material, instructions or announcements, interpreting cultural and linguistic aspects
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	Reflecting on the experience of intercultural communication	Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language	Reflect on how conventions of speech and Arabic cultural concepts can influence own communication style when using both English and Arabic
		Reflecting on self as language user and how identity is shaped by interaction	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	Reflect on own sense of identity as an Arabic and English speaker, recognising how own cultural assumptions, practices and values influence ways of communicating, and considering reactions and how they adjust behaviours and language in own interactions

Languages – Arabic – Year 7-10 (Year 7 Entry) Sequence – Scope and Sequence

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange				
Sub strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	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	Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect
		Grammatical and vocabulary knowledge	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	Expand spoken and written expression by extending grammatical knowledge of Arabic, including features such as conditional and subjunctive moods, embedded clauses, imperative, future tense and vocative case, and acquisition of vocabulary and expressions that are culturally embedded
		Text structure and organisation	Identify the structure and textual features of a range of personal, informative and imaginative texts, and recognise how these contribute to meaning	Analyse different texts in a variety of forms, including digital, considering the relationship between audience, purpose and context, and the use of textual conventions, features and cohesive devices
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	Variation of language in use	Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships	Explore how spoken and written forms of Arabic can be used for different purposes and audiences, in different contexts and situations, and with specific meanings and intentions
		The dynamic and influential nature of language	Understand that the Arabic language has changed and continues to change through interaction with other languages and cultures	Explore and reflect on how the Arabic language influences and is influenced by cultural, political and social change
Role of Language and Change	Analysing and understanding the role of language and culture in the exchange of meaning	The relationship of language culture	Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making	Understand the symbolic nature and influence of language in local and global contexts and how the use of language determines the nature of intercultural communication