 Scope and sequence – Stage 4 Arabic

This scope and sequence is an example only. Teachers modify according to student needs and school context.

All outcomes referred to in this unit come from [Arabic K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/f7e003ee-0a9d-4a3a-aed6-327907c411bd/arabic-k-10-2019-syllabus-pdf.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

| Term | Unit | Focus areas | Outcomes |
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| Term 1  Week 1-10 | ***Yalla nataʻaraf?* – Let’s get to know each other!**  Learning goals – greet and introduce yourself to others and exchange personal information. Recognise and locate Arabic-speaking countries and nationalities.  Final task (in pairs) – create a welcome video to be displayed in the front office, modelling how to greet someone and introduce yourself in Arabic. You may wish to include important cultural information when meeting people for the first time. (Note: The best videos could be displayed in the front office.)  **LAR4-4C, LAR4-5U, LAR4-9U** | * Greetings and introductions * Countries, nationalities and flags * Colours أصفر، أبيض، أحمر، أخضر * Alphabet and accented characters * Arabic-speaking world * Numbers 0-20 (age) عمري اثنا عشرة سنة * Use of masculine and feminine هذا أخي، هذه أختي * Use of pronouns أنا، أنت، هو، هي، نحن * Interrogatives من، أين، ما، ماذا، كيف، هل، متى، ايّ | LAR4-1C, LAR4-2C, LAR4-3C, LAR4-4C, LAR4-5U, LAR4-6U, LAR4-7U, LAR4-8U, LAR4-9U |
| Term 2  Week 1-10 | ***ʻEndī soāl* – I have a question!**  Learning goal – interact in the Arabic-speaking classroom by understanding basic classroom commands and asking for classroom objects and stationery. Ask about and respond to directions around the classroom and school using a map. Read and answer questions about school timetables.  Final task – create a short virtual tour with a voice-over of your school presenting your classroom, subjects and school surroundings to promote your school to Arabic students from the Intensive English Centre. In the video include a conversation between you and a new student asking you for directions around the school.  **LAR4-1C, LAR4-4C, LAR4-5U, LAR4-7U** | * Asking for classroom objects and stationery   هل معك ممحاة؟ معك قلم؟   * Asking for directions around the school * Demonstratives هذا، هذه، هنا، هناك * Colour agreement with gender أحمر، حمراء * Days of the week/ Months of the year * School subjects اللغة الإنكليزية، اللغة العربية * Numbers 21-50 * Differences and similarities between school in Australia and Arabic-speaking countries | LAR4-1C, LAR4-2C, LAR4-3C, LAR4-4C, LAR4-5U, LAR4-6U, LAR4-7U, LAR4-8U, LAR4-9U |
| Term 3  Week 1-10 | ***Ba*yt*ī hayātī* – Home is where the heart is!**  Learning goal – introduce family members and discuss professions. Describe your home and rooms in the house.  Final task (part A) – you want to sell your house! Design a brochure that will persuade the buyers on the market to buy your house. Your brochure should include a labelled layout of the house and a descriptive overview.  **LAR4-4C, LAR4-6U**  Final task (part B) – choose a house brochure which interests you and pretend to be an interested buyer. Role-play the phone call that would occur, including the number of family members who will be occupying the new house.  **LAR4-1C, LAR4-3C, LAR4-5U, LAR4-7U, LAR4-8U** | * Close and extended family members/pets أبي، أمي، جدي، جدتي، عمي، خالتي * Professions * Daily routines * Introducing titles/marital status * Adjectives * Vocabulary describing family home/rooms بيتي كبير، يتألف بيتي من ... * Identifying furniture in different rooms * Interrogatives * Cultural etiquette with welcoming guests | LAR4-1C, LAR4-2C, LAR4-3C, LAR4-4C, LAR4-5U, LAR4-6U, LAR4-7U, LAR4-8U, LAR4-9U |
| Term 4  Week 1-5 | ***Sahtein* – What’s on the menu today?**  Learning goal – express likes and dislikes and order food and drinks. Learn about the cultural significance of mealtimes, hospitality and gatherings.  Final task – you are organising a party for your best friend. Exchange a series of text messages with your friends organising the details of the party (reason for party, time and date, location, what’s on the menu and a brief description of each item).  **LAR4-1C, LAR4-6U, LAR4-7U** | * Describing meals and drinks * Expressing likes and dislikes أحب، لا أحب * Ordering in a café/restaurant من فضلك أريد * Dinner invitation, including time, date, location * Special dishes and differences between mealtimes in Arabic-speaking countries and Australia * Cultural importance of sharing a meal and hospitality * Past and present verbs | LAR4-1C, LAR4-2C, LAR4-3C, LAR4-4C, LAR4-5U, LAR4-6U, LAR4-7U, LAR4-8U, LAR4-9U |
| Term 4 Week 6-10 | [***ʻAla l-muda* – What’s your style?**](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/arabic/arabic-unit-starter-stage-4.docx)  Learning goal – describe clothing and fashion in Australia and Arabic-speaking countries.  [Final task](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/arabic/arabic-assess-task-stage-4.docx) – a group of students from your school is travelling to an Arabic-speaking country in the next holidays. Create a vlog which showcases 3 different items of clothing worn in this country and how these relate to the climate. You may choose to wear or display the items of clothing. Give your opinion on colour, comfort and style of the 3 items you have selected.  **LAR4-4C, LAR4-5U, LAR4-7U, LAR4-9U** | * Clothing including travel wear بنطلون، بلوزة * Sizes, colours and prices كبير، صغيرة، لون، سعر * Cultural wear in Arabic-speaking countries * Reasons people wear certain clothing * Future tense * Seasons الخريف، الشتاء، الربيع، الصيف | LAR4-1C, LAR4-2C, LAR4-3C, LAR4-4C, LAR4-5U, LAR4-6U, LAR4-7U, LAR4-8U, LAR4-9U |