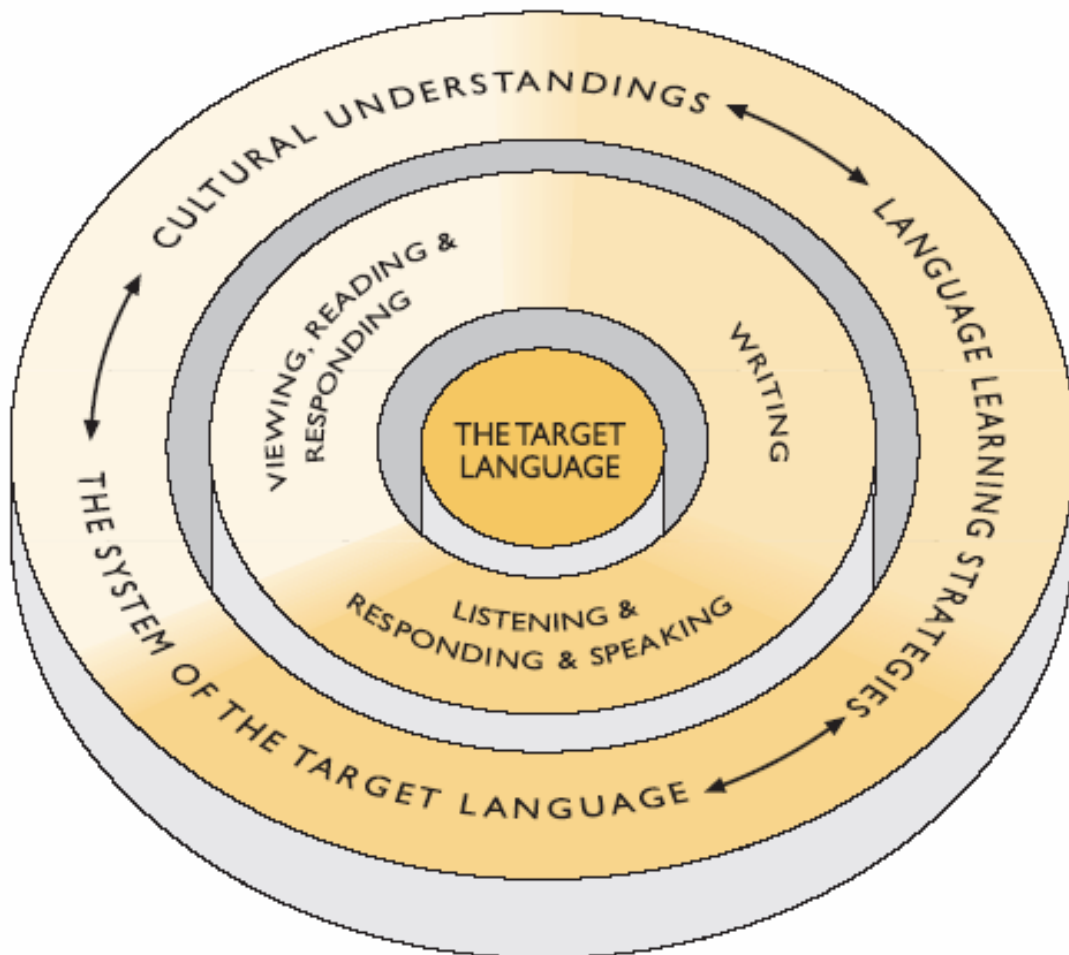




# Part 3

# Arabic





## ARABIC CONCEPT MAP

OUTCOME	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<b>1. Listening and Responding, and Speaking</b> Students comprehend and communicate in the target language through listening and responding, and speaking.	<b>LRS 1</b> <b>The student:</b> Listens to the target language demonstrating understanding through non-verbal response, repetition, action or response in English.	<b>LRS 2</b> <b>The student:</b> Listens to the target language and gives simple, formulaic responses in the target language.	<b>LRS 3</b> <b>The student:</b> Listens to longer spoken texts in the target language and responds using predominantly well-rehearsed language.	<b>LRS 4</b> <b>The student:</b> Listens to target language texts containing some unfamiliar language and responds demonstrating manipulation of some elements of language.	<b>LRS 5</b> <b>The student:</b> Listens to less-predictable spoken texts and responds in a variety of ways, using a number of strategies to communicate meaning.	<b>LRS 6</b> <b>The student:</b> Listens to a broader range of longer spoken texts and responds in a variety of ways.	<b>LRS 7</b> <b>The student:</b> Listens and responds to increasingly complex texts, manipulating language in order to initiate and sustain communication within a range of contexts.	<b>LRS 8</b> <b>The student:</b> Listens and responds in order to meet the needs of a wide range of communicative purposes.
<b>2. Viewing, Reading and Responding</b> Students view and read a variety of texts in the target language and respond appropriately	<b>VRR 1</b> <b>The student:</b> Views and reads simple texts with extensive contextual and teacher support and identifies specific items of information.	<b>VRR 2</b> <b>The student:</b> Views and reads simple texts with contextual and teacher support and locates and identifies key words and specific information.	<b>VRR 3</b> <b>The student:</b> Views and reads longer texts and identifies main ideas and some supporting detail.	<b>VRR 4</b> <b>The student:</b> Views and reads texts containing mostly familiar, but also some unfamiliar language, and identifies main ideas and supporting detail.	<b>VRR 5</b> <b>The student:</b> Views and reads texts containing familiar and unfamiliar language and responds by presenting the information in a variety of ways.	<b>VRR 6</b> <b>The student:</b> Views and reads texts containing familiar and unfamiliar language and demonstrates a greater depth of understanding through a range of responses.	<b>VRR 7</b> <b>The student:</b> Views and reads a range of texts and uses the information to explore ideas and issues.	<b>VRR 8</b> <b>The student:</b> Views and reads a broad range of texts and identifies and analyses information and ideas critically.
<b>3. Writing</b> Students write a variety of texts in the target language.	<b>W 1</b> <b>The student:</b> Writes or reproduces letters, characters or words from models in the print environment.	<b>W 2</b> <b>The student:</b> Writes short texts on well-rehearsed, familiar topics, with teacher support and after practice.	<b>W 3</b> <b>The student:</b> Writes own short texts, with guidance in accessing support, demonstrating control of well-rehearsed language patterns and structures within familiar contexts.	<b>W 4</b> <b>The student:</b> Writes own texts, accessing support independently and demonstrating some ability to incorporate rehearsed language patterns into unfamiliar contexts.	<b>W 5</b> <b>The student:</b> Writes own texts, demonstrating ability to manipulate known language patterns and structures to produce a variety of text types.	<b>W 6</b> <b>The student:</b> Writes own texts, processing language structures and patterns, and applies this knowledge to present information or ideas in a variety of forms.	<b>W 7</b> <b>The student:</b> Writes in a range of text types, using language flexibly for a variety of communicative purposes.	<b>W 8</b> <b>The student:</b> Writes independently in a broad range of text types, using language flexibly to meet the demands of a variety of communicative purposes.



## ARABIC YEAR 8-10 LEVELLING MAP

OUTCOME		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
1.	<p><b>Listening and Responding, and Speaking</b></p> <p>Students comprehend and communicate in the target language through listening and responding, and speaking.</p>	<p><b>LRS 1</b> <b>The student:</b> <i>Listens to the target language demonstrating understanding through non-verbal response, repetition, action or response in English.</i></p> <ul style="list-style-type: none"> <li>• understand more language than they can say</li> <li>• discriminates between different sounds and patterns</li> <li>• understands key words from short sentences and phrases</li> <li>• begins to see word order</li> <li>• respond orally using single words and short frequently-used phrases</li> <li>• shows their understanding in various non-verbal ways: for example, through physical responses to classroom instruction, mime, drawing or labeling objects</li> <li>• attempts to pronounce single words short statements or questions</li> <li>• repeats modelled words and small chunks of everyday classroom language</li> <li>• uses literacy skills, visual cues such as pictures</li> <li>• recognise visible signs of cultural identity, such as clothes, flags and signs</li> </ul>	<p><b>LRS 2</b> <b>The student:</b> <i>Listens to the target language and gives simple, formulaic responses in the target language.</i></p> <ul style="list-style-type: none"> <li>• distinguish arabic sounds</li> <li>• listen to texts using familiar language and topics and take part in short, routine exchanges</li> <li>• employ telegraphic speech (go shop).</li> <li>• making lists and using mnemonics.</li> <li>• refer to target language material located in the classroom</li> <li>• rely on extensive support from teachers, their peers</li> <li>• use culturally appropriate behaviour such as, classroom introductions, greeting the principal or shopping.</li> <li>• Recognising arabic names when they are heard</li> </ul>	<p><b>LRS 3</b> <b>The student:</b> <i>Listens to longer spoken texts in the target language and responds using predominantly well-rehearsed language.</i></p> <ul style="list-style-type: none"> <li>• participate in a range of short exchanges utilising well-rehearsed Arabic language</li> <li>• students begin to generate their own conversations</li> <li>• engage with a wider variety of texts and understand the main ideas</li> <li>• take familiar words and patterns from one context and uses them in another to make original utterances</li> <li>• begin to explore, take risks and experiment with language, so that they can communicate with other Arabic language speakers.</li> <li>• move away from word-for-word translation and use other strategies to make and convey meaning</li> </ul>	<p><b>LRS 4</b> <b>The student:</b> <i>Listens to target language texts containing some unfamiliar language and responds demonstrating manipulation of some elements of language.</i></p> <ul style="list-style-type: none"> <li>• interact orally on topics that are outside their immediate environment</li> <li>• organise responses using a variety of simple linking and sequencing devices</li> <li>• make meaning from language</li> <li>• show increasing confidence in using well-rehearsed language to respond to questions</li> <li>• use simple cohesive devices to maintain conversation, such as 'but', 'and', 'so', 'after that'.</li> <li>• clarifying meaning by rephrasing, asking questions or seeking repetition</li> <li>• They locate and use new vocabulary from a variety of sources, such as dictionaries and digital technologies, with minimal teacher support.</li> <li>• They understand some colloquial language</li> </ul>



OUTCOME		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
2.	<p><b>Viewing, Reading and Responding</b></p> <p>Students view and read a variety of texts in the target language and respond appropriately</p>	<p><b>VRR 1</b>  <b>The student:</b>  <i>Views and reads simple texts with extensive contextual and teacher support and identifies specific items of information.</i></p> <ul style="list-style-type: none"> <li>• understand words and images in simple texts</li> <li>• associate familiar Arabic sounds and symbols</li> <li>• recognise written symbols</li> <li>• recognising some sight vocabulary and interpreting some punctuation</li> <li>• recognise Arabic words and phrases, particularly those that are displayed in the classroom</li> <li>• respond to texts by using Arabic</li> <li>• words or phrases they have memorised</li> <li>• make meaning and sound-symbol relationships</li> <li>• rely on extensive support from the teacher</li> </ul>	<p><b>VRR 2</b>  <b>The student:</b>  <i>Views and reads simple texts with contextual and teacher support and locates and identifies key words and specific information.</i></p> <ul style="list-style-type: none"> <li>• view and read simple texts on familiar topics</li> <li>• identify some key words, characters and images to extract specific information such as dates, places, times and names</li> <li>• respond in a variety of ways to texts they view or read</li> <li>• predict meaning when reading and viewing</li> <li>• use visual or auditory cues, and refer to Arabic material located in the classroom</li> <li>• identify explicit references to events and places of importance in the Arabic culture</li> </ul>	<p><b>VRR 3</b>  <b>The student:</b>  <i>Views and reads longer texts and identifies main ideas and some supporting detail.</i></p> <ul style="list-style-type: none"> <li>• view and read a range of texts containing predictable structures and familiar vocabulary</li> <li>• read and view texts such as video clips, advertisements, recipes and Websites and identify relevant information in response to a question</li> <li>• recognise that illustrations, as well as text, may indicate multiple meanings</li> <li>• use a range of literacy strategies, such as knowledge of text structure, sound/symbol cues</li> <li>• use graphic organisers, such as diagrams, structured overviews and lists, to interpret meaning at the whole-text level</li> </ul>	<p><b>VRR 4</b>  <b>The student:</b>  <i>Views and reads texts containing mostly familiar, but also some unfamiliar language, and identifies main ideas and supporting detail.</i></p> <ul style="list-style-type: none"> <li>• view and read more complex texts on familiar topics that introduce some unfamiliar language</li> <li>• predict the meaning of texts containing unknown verbal and non-verbal language</li> <li>• identify specific detail and items of information and, from these, form an understanding of the main idea of the text</li> <li>• consider audience and purpose when responding to texts and select the appropriate text type</li> <li>• use bilingual dictionaries and other resources to help them understand texts</li> </ul>



OUTCOME		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3.	<p><b>Writing</b> Students write a variety of texts in the target language.</p>	<p><b>W 1</b> <b>The student:</b> <i>Writes or reproduces letters, characters or words from models in the print environment.</i></p> <ul style="list-style-type: none"> <li>• copy letters, characters, words or short phrases to convey meaning</li> <li>• apply knowledge of English writing conventions to Arabic</li> <li>• experimenting with accents, umlauts, tone markers and characters</li> <li>• recognise and begin to use different writing implements</li> <li>• show awareness of directionality and spacing</li> <li>• locate words needed for their own writing from language displayed in the classroom, such as labels, charts, pictures, computers, books or dictionaries</li> <li>• approximate Arabic spelling by referring to their understanding of sound-symbol relationships</li> <li>• label simple drawings</li> <li>• use illustrations to help elaborate their writing and create their own picture dictionaries</li> <li>• draw letters or characters</li> </ul>	<p><b>W 2</b> <b>The student:</b> <i>Writes short texts on well-rehearsed, familiar topics, with teacher support and after practice.</i></p> <ul style="list-style-type: none"> <li>• write a small number of short sentences</li> <li>• imitate basic Arabic print conventions</li> <li>• with help can complete simple speech bubbles, posters, picture stories or charts</li> <li>• use contextual support to produce short texts collaboratively</li> <li>• recognise letters are written differently in different cultures and envelopes may also be addressed differently</li> <li>• use simple graphic organisers such as a retrieval chart to plan their writing</li> <li>• practise and check their writing using models provided by the teacher</li> <li>•</li> </ul>	<p><b>W 3</b> <b>The student:</b> <i>Writes own short texts, with guidance in accessing support, demonstrating control of well-rehearsed language patterns and structures within familiar contexts.</i></p> <ul style="list-style-type: none"> <li>• begin to write more independently, showing control of frequently-used language patterns and structures</li> <li>• order information in a logical way</li> <li>• write short texts involving few sentences joined by simple connectives or linking words such as 'and', 'then', 'it' or 'but'</li> <li>• group sentences about like topics together to produce short texts such as penfriend letters, notes, e-mails, e-pal and SMS, and advertisements</li> <li>• take familiar words and patterns from one context and using them in another</li> <li>• experiment with planning, writing, checking and rewriting, relying on guidance</li> <li>• redraft to produce more accurate writing</li> <li>• works on punctuation and spelling, after editing or conferencing</li> </ul>	<p><b>W 4</b> <b>The student:</b> <i>Writes own texts, accessing support independently and demonstrating some ability to incorporate rehearsed language patterns into unfamiliar contexts.</i></p> <ul style="list-style-type: none"> <li>• demonstrates more flexible use of Arabic language</li> <li>• begin to write for a broader range of purposes, such as personal accounts or descriptions</li> <li>• control a limited range of grammatical structures</li> <li>• sequence their ideas and construct cohesive text for different contexts</li> <li>• understand and communicate the differences between spoken and written expression</li> <li>• use various sources of support for writing, such as genre models, electronic word banks and bilingual dictionaries</li> <li>• use other graphic organisers such as structured overviews and notes to support the planning and organisation of their writing</li> <li>• pursue independent contact with users of the Arabic language through penfriends, e-mail, Websites or cultural visits</li> </ul>



## Monitoring and assessment

Various samples of student work are collected to confirm student level

- observations of language use
- poster work
- work samples on audiotape or videotape
- written samples
- interviews
- peer evaluations
- self assessments
- journals
- cooperative tasks

## Resources

A range of IQRA books are used