

Grade 6 Language Acquisition - Arabic

Units of Study

UNIT 1:	Myself and my family	Start: Sep	Duration: 7 Weeks
<ul style="list-style-type: none"> • Concepts: Connection • Subject Specific Skills: students will learn about vocabulary related to family. • Grammar:- Present tense- Sentence structure - Pronouns only. -Students will practice writing short paragraph with one idea and supporting ideas. - Writing letters with more than one paragraphs each paragraph focus on one idea and supporting ideas. - Use cohesive devices in writing. • Learning Experiences: Students' will explore the relationship in families. 			

UNIT 2:	School life and school routine	Start: Nov	Duration: 7 Weeks
<ul style="list-style-type: none"> • Concepts: Communication • Subject Specific Skills: School Subjects- time- days of the week- describe a day in school- School supplies- numbers- Days, months, Simple adverbs of time- Vocabulary related to the classroom and school. Describe school routine. • Learning Experiences: Students will learn how to describe their school routine. Different subject names, school schedule, class, classmates, plural forms and verbs. 			

UNIT 3:	Bon Appétit	Start: January	Duration: 7 Weeks
<ul style="list-style-type: none"> • Concepts: Culture • Subject Specific Skills: Names of food and drinks, how to order food money and prices, polite related phrases, cooking terms, following a recipe, sharing food recipe from their culture. • Learning Experiences: Students will learn about cooking and share recipes and food. 			

UNIT 4:	Sport and Hobbies	Start: March	Duration: 7 weeks
<ul style="list-style-type: none"> • Concepts: Creativity • Subject Specific Skills: History of some sports, national and international sports. How hobbies change in over time.hobbies, sports, and other leisure activities, verbs, nouns, and pronouns. • Learning Experiences: Students will talk about their favourite hobbies and sports. Students will explore the history of their favourite sports. 			

Grade 6 Language Acquisition - Arabic

Unit 1: Myself And My family

Start: September

Duration: 7 Weeks

LEARNING EXPERIENCES: In this unit students will learn about vocabulary related to family.

Grammar:- Present tense Sentence structure Pronouns only Reading comprehension and answer questions related to the texts
Students will practice writing short paragraph with one idea and supporting ideas Writing letters with more than one paragraphs
each paragraph focus on one idea and supporting ideas - Use cohesive devices in their writing.

KEY CONCEPT:
Connections

Related Concepts / Subject Specific:
Context- Message

STATEMENT OF INQUIRY:

Our identities and relationships are connected through context and message.

INQUIRY QUESTIONS:

Factual:

What family means?

Conceptual:

How has family structure changed over time?

Debatable:

What is your role in your family and how does it differ in a different culture?

**OBJECTIVES AND
ASSESSMENT CRITERIA:**

B:
Comprehending
written and visual
text

i. show understanding of information, main ideas and supporting details, and draw conclusions
ii. understand basic conventions including aspects of format and style, and author's purpose for writing
iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

C:
Communicating in
response to spoken
and/or written
and/or visual text

i. respond appropriately to spoken and/or written and/or visual text.
ii. interact in rehearsed and unrehearsed exchanges
iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
iv. communicate with a sense of audience and purpose.

D:
Using language in
spoken and/or
written form

i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
ii. organize information and ideas and use a range of basic cohesive devices
iii. use language to suit the context.

ATLs:

Communication skills/ Organization skills

RESOURCES

- Reading text- أنا وعائلي
- Asking questions
- أسرتي

SUMMATIVE ASSESSMENT TASKS:

1. Criterion B: Comprehending written and visual text
2. Criterion C: Communicating in response to spoken and/or written and/or visual text and Criterion D: Using language in spoken and/or written form

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Unit 2: School Life and School Routine

Start: November

Duration: 7 Weeks

LEARNING EXPERIENCES: Students will learn how to describe their school routine. Different subject names, school schedule, class, classmates, plural forms and verbs. Students will read, interpret and respond to visual and written texts; Understand and communicate during a simple conversation; Organize and express ideas in short, descriptive paragraphs

KEY CONCEPT:
Communication

Related Concepts / Subject Specific: Message, form

STATEMENT OF INQUIRY:

Different forms of communication are used to express message about personal preference and experience

INQUIRY QUESTIONS:

Factual:

What's good school look like?

Conceptual:

Is everyone in your class different and how?

Debatable:

Should there be competition or collaboration among classmates?

OBJECTIVES AND ASSESSMENT CRITERIA:

For each criterion below summarize **ALL** the assessment strands into 2-3 sentences.

A: Comprehending spoken and visual text

iv. Identify basic facts, messages, main ideas and supporting details
v. Recognize basic conventions
vi. Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text

i. Respond appropriately to simple short phrases
ii. Interact in simple and rehearsed exchanges, using verbal and non-verbal language
iii. Use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
iv. Communicate with a sense of audience.

D: Using language in spoken and/or written form

i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
ii. organize basic information and use a range of basic cohesive devices
iii. use language to suit the context.

ATLs:

Collaboration skills, Organization skills, Reflection skills

RESOURCES:

[Visual 1](#)

[Visual 2](#)

[Visual Questions](#)

ماذا تحب في مدرستك , يوم لدينا المدرسي

SUMMATIVE ASSESSMENT TASKS:

1- Criterion A: Comprehending spoken and visual text

2- Criterion C: Communicating in response to spoken and/or written and/or visual text and Criterion D: Using language in spoken and/or written form.

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Unit 3: Bon Appétit

Start: January

Duration: 7 weeks

LEARNING EXPERIENCES: Students will communicate their ideas and feelings with a sense of audience, appropriate to the text type specified. You will learn how to write (recipes) Write recipes of your favorite food- healthy food- tradition food Write a short paragraph about the traditional food in your country Students will engage with and respond to the spoken and visual text by identifying ideas, opinions and attitudes.

KEY CONCEPT: Culture

Related Concepts / Subject Specific: Patterns, structure

STATEMENT OF INQUIRY:

Our choices are influenced by different aspects such as cultural background and preference

INQUIRY QUESTIONS:

Factual:

How food are different from culture to another

Conceptual:

How tradition of serving food changes overtime?

Debatable:

How culture influenced our food choices?

OBJECTIVES AND ASSESSMENT CRITERIA:

For each criterion below summarize **ALL** the assessment strands into 2-3 sentences.

B: Comprehending written and visual text

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

C: Communicating in response to spoken and/or written and/or visual text

- i. respond appropriately to spoken and/or written and/or visual text.
- ii. interact in rehearsed and unrehearsed exchanges
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

D: Using language in spoken and/or written form

- i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

ATLs:

Communication skills

RESOURCES:

- [Reading Text 1](#)
- [Reading text 2](#)
- [Visual 1](#)
- [Grammar](#)

SUMMATIVE ASSESSMENT TASKS:

1. A: Comprehending spoken and visual text
2. Criterion C: Communicating in response to spoken and/or written and/or visual text and Criterion D: Using language in spoken and/or written form.

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Unit 4: Sports and Hobbies

Start: March

Duration: 7 weeks

LEARNING EXPERIENCES: Know Hobbies, sports, and other leisure activities, verbs, nouns, and pronouns. - Understand: the relationship between hobbies and personal well being - Do: respond to visual cues (visual interpretation skills), using hobbies in conversation, read and write hobbies in Arabic.

KEY CONCEPT: Creativity

Related Concepts / Subject Specific: Audience, point of view

STATEMENT OF INQUIRY:

Hobbies allow an individual to express themselves and to enhance physical and emotional well-being.

INQUIRY QUESTIONS:

Factual:

What hobbies are popular among middle school students?

Conceptual:

How can having a hobby enhance your personal well-being?

Debatable:

Is a hobby more important than a “real” job?

OBJECTIVES AND ASSESSMENT CRITERIA:

For each criterion below summarize **ALL** the assessment strands into 2-3 sentences.

A: Comprehending spoken and visual text

iv. Identify basic facts, messages, main ideas and supporting details
v. Recognize basic conventions
vi. Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text

i. Respond appropriately to simple short phrases
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iv. Communicate with a sense of audience.

D: Using language in spoken and/or written form

i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
ii. organize basic information and use a range of basic cohesive devices
iii. use language to suit the context.

ATLs:

Social skills, Self-management.

RESOURCES / LITERATURE OPTIONS:

- [Reading text 1](#)
- [Visual 1](#)
- [Reading text 2](#)
- [Vocabulary](#)

SUMMATIVE ASSESSMENT TASKS:

1- Criterion B: Comprehending written and visual text

2- Criterion C: Communicating in response to spoken and/or written and/or visual text and Criterion D: Using language in spoken and/or written form.