

Language Acquisition - Arabic

Units of Study

UNIT 1:	The world around us	Start: August	Duration: 8 weeks
<ul style="list-style-type: none"> • Concepts: Connections • Subject Specific Skills: learn reading comprehension skills, writing skills. • Learning Experiences: The students will learn about the seasons of the year, weather, and directions. • The student will learn how to make simple sentences to talk about the weather and conditions. • The student will also learn to listen to and respond to short Arabic audio. 			
UNIT 2:	Are we healthy?	Start: November	Duration: 8 weeks
<ul style="list-style-type: none"> • Concepts: Connection, Context- Function • Subject Specific Skills: language techniques of writing cause and effect essay including organization skills, and specific vocabularies and present grammar form. • Learning Experiences: Students will explore what a healthy lifestyle looks like (and) how our choices affect people's experiences. Students will also learn about how the language we choose to influence our message. 			
UNIT 3:	Entertainment	Start: January 2020	Duration: 9 Weeks
<ul style="list-style-type: none"> • Concepts: Creativity • Subject Specific Skills: <u>Organization skills</u> • Managing time and tasks effectively • <u>Affective skills</u> • Managing the state of mind • Learning Experiences: Students will learn different types of entertainment as well as the importance of entertainment in human life. 			
UNIT 4:	The world of work	Start: April 2020	Duration: 9 Weeks
<ul style="list-style-type: none"> • Concepts: Communication • Subject Specific Skills: Students will write, read and debate about the work, working skills and personal abilities. Students will learn debatable skills and differentiate between facts and opinions. • Learning Experiences: students will learn the vocabulary words to help them express their opinion, they will learn different grammar structures. 			

Grade 7 Language Acquisition - Arabic

Unit 1: The World Around Us

Start: August

Duration: 8 weeks

LEARNING EXPERIENCES: learn reading comprehension skills, writing skills. The type of writing is cause and effect essay

- The students will learn about the seasons of the year, weather, and directions.
- The student will learn how to make simple sentences to talk about the weather and conditions.
- The student will also learn to listen to and respond to short Arabic audio.

KEY CONCEPT:

Related Concepts / Subject Specific:

- **Connections;** Purpose, message.

STATEMENT OF INQUIRY:

People react to everything around them, and they are adaptable to changes

INQUIRY QUESTIONS:

Factual: What do people do in different seasons of the year?

Conceptual: How people can adopt the change?

Debatable: Can human actions change the environment?

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

RESOURCES / LITERATURE OPTIONS:

- <https://www.youtube.com/watch?v=srAkihNUI90>

SUMMATIVE ASSESSMENT TASKS: Criterion: B- C & D

Grade 7 Language Acquisition - Arabic

Unit 2: Are we healthy?

Start: November

Duration: 8 Weeks

LEARNING EXPERIENCES:

- language techniques of writing cause and effect essay including organization skills, and specific vocabularies and present grammar form.
- Students will explore what a healthy lifestyle looks like (and) how our choices affect people's experiences. Students will also learn about how the language we choose to influence our message.

KEY CONCEPT:?

Related Concepts / Subject Specific: Connection; Purpose, Message

STATEMENT OF INQUIRY:

Our words that we select may impact on our message and decision we make.

INQUIRY QUESTIONS:

Factual:

What is the process of making or inform a decision?

Conceptual:

How the choices we make impact our health?

Debatable:

To what extent does the language we choose to our message?

OBJECTIVES AND ASSESSMENT CRITERIA:

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

A: Comprehending spoken and visual text

- show understanding of information, main ideas and supporting details, and draw conclusions
- understand conventions
- engage with the spoken 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

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

D: Using language in spoken and/or written form

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

ATLs:

Communication skills/ Organization skills

RESOURCES / LITERATURE OPTIONS:

selected articles and videos

SUMMATIVE ASSESSMENT TASKS:

- A- C &D

Grade 7 Language Acquisition - Arabic

Unit 3: Entertainment

Start: January

Duration: 9 Weeks

LEARNING EXPERIENCES:

- Analyze the language that used in entertainment.
- Using a style and language appropriate to your subject, purpose, and audience.
- Students will learn How does entertainment affect individuals' choices and how important entertainment in people life nowadays.

KEY CONCEPT:

Related Concepts / Subject Specific:

Creativity, Meaning
Word choice, Purpose

STATEMENT OF INQUIRY:

Entertainment has a positive role in our day to day life.

INQUIRY QUESTIONS:

Factual: What is entertainment? What are the different forms of entertainment and their audiences?

Conceptual: What is the purpose and intention of entertainment?

Debatable: How does entertainment affect individuals' well-being?

OBJECTIVES AND ASSESSMENT CRITERIA:

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

A: Comprehending spoken and visual text

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

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

ATLs:

Thinking skills, Research skills

RESOURCES / LITERATURE OPTIONS:

SUMMATIVE

A-

ASSESSMENT

TASKS:

B

Grade 7 Language Acquisition - Arabic

Unit 4: The World of Work

Start: April

Duration: 8 Weeks

LEARNING EXPERIENCES:

- Inquiry into the ways in which people express ideas, skills, abilities, views.
- Students will write, read and debate about the work and future plans, Students will learn communication skills and differentiate between facts and opinion.
- Students will learn the vocabulary word to help them express their opinion, they will learn different grammar structure.

KEY CONCEPT:

Related Concepts / Subject Specific: Connection, purpose, and audience-
Word choice

STATEMENT OF INQUIRY:

Effective communication requires a clear purpose and a specific audience

INQUIRY QUESTIONS:

Factual:

What is work? What are the different types of jobs and skills?

Conceptual:

What is the purpose and intention of communication? What is the importance of skills and knowledge in jobs market?

Debatable:

How do skills affect individuals' choices? How important are the words used in a job interview? How can messages be communicated by the powerful combinations of words?

OBJECTIVES AND ASSESSMENT CRITERIA:

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

A: Comprehending spoken and visual text

- show understanding of information, main ideas and supporting details, and draw conclusions
- understand conventions
- engage with the spoken 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

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

D: Using language in spoken and/or written form

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

ATLs:

Self-Management/ Social Skills

RESOURCES / LITERATURE OPTIONS:

- <https://www.youtube.com/watch?v=jAvcf2KMGUE?>
- <http://www.elweab.com/2016/05/10-smart-papers-advertising.html>
- <https://www.okaz.com.sa/article/1021456>

SUMMATIVE ASSESSMENT TASKS: A/ C & d