

Language Acquisition - Arabic

Grade 8: Units of Study

UNIT 1:	Changing the World	Start: August	Duration: 8 weeks
<ul style="list-style-type: none">● Concepts: Connections● Subject Specific Skills: The students will continue talking about past events and analyse great people of the past. They will also learn about future tenses and produce a creative piece of writing that talks about life in the future.● Learning Experiences: learn reading comprehension skills, writing skills.			
UNIT 2:	Celebration around the World	Start: November	Duration: 8 weeks
<ul style="list-style-type: none">● Concepts: Creativity, Context- Function● Subject Specific Skills: Students will learn about different celebrations around the world. There are also commonalities which demonstrate intercultural connections and common values. Students will present about their national celebration.● Learning Experiences: Oral skills- listening skills			
UNIT 3:	Bullying	Start: January	Duration: 9 Weeks
<ul style="list-style-type: none">● Concepts: Connection● Subject Specific Skills: Students will learn about different types of bullying, how does bullying affect students' emotions, who do you help others. writing blog, past tense.● Learning Experiences: Reading comprehension -Partner reading- writing blog			
UNIT 4:	Places for Living	Start: March	Duration: 9 Weeks
<ul style="list-style-type: none">● Concepts: Connection● Subject Specific Skills: Students will learn the differences between living in cities, villages and countries.● Learning Experiences: Reading comprehension -Partner reading- Comparing and contrasting			

Grade 8 Language Acquisition - Arabic

Unit 1: Changing the World

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 continue talking about past events and analyse great people of the past. They will also learn about future tenses and produce a creative piece of writing that talks about life in the future.
- Possible sentence starters: **لله الكثير من الاختراعات التي أدهشت العالم وغيرت مساره ، وجود ... في حياتنا ساعدنا كثيرا:**

KEY CONCEPT:	Related Concepts / Subject Specific: Change
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STATEMENT OF INQUIRY:	Great people of the past have influenced our lives in numerous ways
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INQUIRY QUESTIONS:	
Factual:	Who are the most influential people in history?
Conceptual:	How people can change the world?
Debatable:	Can small initiative change the world?

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:	Thinking- Communication
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RESOURCES / LITERATURE OPTIONS:

- [إذا كنت ترید تغير العالم | شاهد هذا الفيديو](#)
- [كيف تستطيع تغير العالم وجعله مكان أفضل](#)
- [كيف تغير العالم دون أن ينتبه أحد](#)
- [تغير العالم بارفاق](#)

SUMMATIVE ASSESSMENT TASKS:

Criterion: B, C&D " Oral"

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Unit 2: Celebration around the world

Start: November

Duration: 8 Weeks

LEARNING EXPERIENCES: Students will learn about different celebrations around the world. There are also commonalities which demonstrate intercultural connections and common values. Students will present about their national celebration.

KEY CONCEPT: ?

Related Concepts / Subject Specific: Culture, Context- Audience

STATEMENT OF INQUIRY:

Celebrations reflect culture and heritage, in the family, in the community and nationwide.

INQUIRY QUESTIONS:

Factual: How people celebrate?

Conceptual: How does celebration reflect the culture?

Debatable: Does celebration changes overtime?

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.

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 / LITERATURE OPTIONS:

- [الأعياد و المناسبات](#)
- [أغرب الأعياد حول العالم](#)
- [الأعياد والاحتفالات الأكثر غرابة حول العالم](#)

SUMMATIVE ASSESSMENT TASKS:

- A- C&D Writing

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Unit 3: Bullying

Start: January

Duration: 9 Weeks

LEARNING EXPERIENCES:

- Students will learn about different types of bullying, how does bullying affect students' emotions, who do you help others.
- Writing blog

KEY CONCEPT:	Related Concepts / Subject Specific: Connection
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STATEMENT OF INQUIRY:	Language allows us to express and promote empathy in order to create connections, leading to an inclusive community.
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INQUIRY QUESTIONS:	
Factual:	What is empathy?
Conceptual:	How do we use language to express and promote empathy?
Debatable:	Do we always need empathy in order to connect with others?

OBJECTIVES AND ASSESSMENT CRITERIA:	
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:	Communication - Social
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RESOURCES / LITERATURE OPTIONS:

<https://docs.google.com/presentation/d/1JlgIfjeWzAUiwNVpAKRkFlik7L9Q5T2tXzNy7vSRLbs/edit#slide=id.p>

<https://docs.google.com/document/d/10ydFTmRkJN-ZnjY-iRfJslhvVaR1QITwkfNyXLqec-g/edit#heading=h.b42v4s7llqOn>

<https://www.youtube.com/watch?v=k15oCm7BZlc>

https://www.youtube.com/watch?v=mjWepx5Dq1k&disable_polymer=true

SUMMATIVE

Criterion: B / C and D

ASSESSMENT

TASKS:

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Unit 4: Places for Living

Start: March

Duration: 8 Weeks

LEARNING EXPERIENCES:

- Students will learn the differences between living in cities, villages and countries.
- Reading comprehension -Partner reading- Comparing and contrasting

KEY CONCEPT:

Related Concepts Connection / Subject Specific: contexts

STATEMENT OF INQUIRY:

Words you choose when communicating with others depend on your personal identity, relationships with others and the stage of life you are in.

INQUIRY QUESTIONS:

Factual:

How do you contribute to develop the place you live in?

Conceptual:

How do places changed and developed over time?

Debatable:

How do places we live in affected our lives?

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/ Research

RESOURCES / LITERATURE OPTIONS:

<https://www.youtube.com/watch?v=02ZC1l4u8kM>

https://www.youtube.com/watch?v=JDdDdX1SQ_g&disable_polymer=true

SUMMATIVE ASSESSMENT TASKS:

A/ C&D " Writing"