

Grade 10 Language Acquisition - Arabic

Units of Study

UNIT 1:	Education	Start: August	Duration: 8 weeks
<ul style="list-style-type: none"> • Concepts: Identity • Subject Specific Skills: learn reading comprehension skills, writing skills. • Learning Experiences: The students will explore different educational systems, how education will look like in the future 			
UNIT 2:	Adverting	Start: November	Duration: 8 weeks
<ul style="list-style-type: none"> • Concepts: Creativity • Subject Specific Skills: Analyse the language that used in advertisement. using a style and language appropriate to your subject, purpose and audience. • Learning Experiences: students will learn How does advertising affect individuals' choices and how important are the words used in an advertisement. 			
UNIT 3:	PCUP Unit	Start: January	Duration: 9 Weeks
TBA			
UNIT 4:	Global Issues: immigration	Start: March	Duration: 9 Weeks
<ul style="list-style-type: none"> • Concepts: Connections, Empathy- Point of view • Subject Specific Skills: Students will write, read and debate about the role the Media play in shaping the public's opinion on immigration. 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 structure. 			

Grade 10 Language Acquisition - Arabic

Unit 1: Education

Start: August

Duration: 8 weeks

LEARNING EXPERIENCES: Students will learn about the different systems in education and the value of education. Learn reading comprehension skills, writing skills.

KEY CONCEPT:	Related Concepts / Subject Specific: identity
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STATEMENT OF INQUIRY:	Education plays an important role in shaping a person/nation's identity.
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INQUIRY QUESTIONS:	
Factual:	What is your education look like?
Conceptual:	In what ways IB Program and other educational programs are different?
Debatable:	How does school education affect people's life?

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:	Self management skills- Research skills
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RESOURCES / LITERATURE OPTIONS:

- <https://www.youtube.com/watch?v=QQ6ekK0IFVs>
- [Reading](#)

SUMMATIVE ASSESSMENT TASKS: Criterion: B- C&D

Grade 10 Language Acquisition - Arabic

Unit 2: Advertising

Start: November

Duration: 9 Weeks

LEARNING EXPERIENCES:

- Analyse the language that used in advertisement.
- Using a style and language appropriate to your subject, purpose and audience.
- Students will learn How does advertising affect individuals' choices and how important are the words used in an advertisement.

KEY CONCEPT:

Related Concepts / Subject Specific: Creativity, Meaning, Word choice, Purpose

STATEMENT OF INQUIRY:

Language and images used in the media have the power to persuade an audience.

INQUIRY QUESTIONS:

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

Conceptual: What is the purpose and intention of advertising?

Debatable: How does advertising affect individuals' choices?

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:

- <https://www.okaz.com.sa/article/1021456>
- <https://www.sehatok.com/child/2015/11/22/تأثير-إعلانات-الأطعمة-على-الأطفال>
- <https://www.youtube.com/watch?v=tQfGaTxs7NQ>

SUMMATIVE

A-

ASSESSMENT

TASKS:

B

Grade 10 Language Acquisition - Arabic

Unit 3: PCUP- TBA

Start: January

Duration: 9 Weeks

LEARNING EXPERIENCES:

KEY CONCEPT: ?

Related Concepts / Subject Specific: TBA

STATEMENT OF INQUIRY:

TBA

INQUIRY QUESTIONS:

Factual:

Conceptual:

Debatable:

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

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:

RESOURCES / LITERATURE OPTIONS:

SUMMATIVE

A-

B

-

ASSESSMENT

C

-

TASKS:

D

Grade 10 Language Acquisition - Arabic

Unit 4: Immigration

Start: April

Duration: 8 Weeks

LEARNING EXPERIENCES:

- The students will learn about sentences structure, simple, complex and phrases, express feeling and opinion.
- The students will learn about Writing forms (Letter- article).

KEY CONCEPT:

Related Concepts / Subject Specific: Empathy- Point of view

STATEMENT OF INQUIRY:

People migrate for many reasons, not always of their own volition.

INQUIRY QUESTIONS:

Factual:	What does the term “immigration” mean?
Conceptual:	What role does the Media play in shaping the public’s opinion on immigration?
Debatable:	What are the reasons of immigration?

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:

Self-Management/ Social Skills

RESOURCES / LITERATURE OPTIONS:

- [الهجرة](#)
- [الهجرة أسبابها و انعكاسها على المجتمع](#)
- [مستويات قياسية من اللجوء](#)
- [الشباب العربي والهجرة](#)

SUMMATIVE ASSESSMENT TASKS: A/ C&D