



أكاديمية جيمز العالمية – دبي
GEMS World Academy
DUBAI

COURSE SYLLABUS

Arabic Language Acquisition Grade 6

MIDDLE YEARS PROGRAMME

2
2
0
0
1
1
7
8

COURSE OVERVIEW

MYP language Acquisition courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, analyzing and presenting—both independently and with others. MYP language Acquisition courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

LEARNING OUTCOMES

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP Arabic Language Acquisition are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading • apply linguistic and literary concepts and skills in a variety of authentic contexts.

UNIT OVERVIEWS

Unit 1- My free time (8 weeks)

Unit description:

- Review: Weather expressions and vocabulary
- Review: Day/time/place/months/years/ seasons/My weekend
- Introduce telling time and time vocabulary. Before, after, now, while, early, late, yesterday, today, tomorrow.
- Hobbies and leisure activities
- Introduce Verbs: Walk, run, play, go, sleep, eat, read, write, study, watch.
- Understanding Weekly Routines.
- Activities/Music:
- Sports, games, team, individual.
- instruments
- Grammar:
- Review pronouns: I, me, we, he, she, them, they
- Describing (adverbs): quickly, slowly, fast, slow, usually, mostly.

Unit 2- In the City(8weeks)

- Unit description:
- Vocabulary on direction and getting around: left, right, straight, up, down, back, forward.
- Prepositions: to, on, off, in, out, above, under.
- Singular/Plural/Dual vocabulary in relation to pronouns and verb.
- Out an about in the city:
- Give directions/describe locations (where)
- Use vocabulary to describe the location
- Activities in the location (verbs – things that can be done.)
- Restaurant/Supermarket
- Healthy Food/Fast Food
- Fruits/Vegetables
- Favorite Foods: hamburger/fries/pizza/ice-cream
- Review: I like, I dislike, I love, I hate

Unit 3 Transportation/Torism

Approximate Length: (8 weeks)

- Methods of transportation (car, bus, plane, train, bike, walk, scooter, motorbike, etc.)
- Travelling to cities/places/countries with appropriate preposition: to, at, of.
- Vocabulary associated with the environment and the effect of our transportation on the environment.
- Review adverbs for frequency: usually, always, never, rarely, sometimes.
- Introduce the verbs: I wish, I can.
- Travelling present tense to past tense
- Getting there: At the train station, at the airport, on the bus
- Famous Landmarks (UAE, other countries)

Unit 4- Helping out

- **Unit description:** Vocabulary about helping others and helping out.
- Possessive adjectives: mine, yours, theirs, ours.
- Vocabulary: parts of the body
- Expressions: I am good, I am sick, I am cold, I am hot.
- Expressions: I am late, I am early, I am on time.
- At home:
- Vocabulary – rooms in the home
- Chores
- Singular/Plural/dual
- Grammar
- Pronouns
- At the doctor:
- Vocabulary, at the hospital, I am sick, I need medicine
- Asking directions:
- At the airport
- Taxi driver
- At school:
- Teacher, admin
- Special days/International Day/Spring Festival, etc.

Criteria A: Analyzing

- analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts;
- analyze the effects of the creator's choices on an audience;
- justify opinions and ideas, using examples, explanations and terminology;
- evaluate similarities and differences by connecting features across and within genres and texts.

Criteria B: Organizing

- employ organizational structures that serve the context and intention;
- organize opinions and ideas in a sustained, coherent and logical manner;
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criteria C: Producing Text

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process;
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;
- select relevant details and examples to develop ideas

Criteria D: Using Language

- use appropriate and varied vocabulary, sentence structures and forms of expression;
- write and speak in a register and style that serve the context and intention;
- use correct grammar, syntax and punctuation;
- spell (alphabetic languages), write (character languages) and pronounce with accuracy;
- use appropriate non-verbal communication techniques.

STUDENTS RESPONSIBILITIES

Academic Honesty

GWA maintains very strict guidelines towards maintaining academic honesty as followed by IB students globally.

1. First offense: A student who submits plagiarized work will be required to meet with the teacher to discuss the offense.
 - The teacher will notify the parents and the MYP Coordinator by email of the offense.

- The student will be required to repeat the assessment for **formative feedback purposes only**. (The summative cannot be graded as it was not the students' work.)
2. Second offense: The teacher will notify the parents and the appropriate Assistant Principal (6-8; 9-12).
- An interview will take place and the assessment will received a grade of (0). The assessment will be completed for **formative purposes only**.

Late Assessment Policy

When assessing students at GWA it is important for teachers to be able to provide students and their parents with a grade that, as much as possible, reflects their ability in a course. It is also important for students to meet reasonably established timelines to complete their assessments. In order to achieve this goal, the following procedures for the submission of summative assessments has been established:

1. Teachers will post the due date on ManageBac with at least one (calendar) week lead time for students to complete the assessment.
2. Submission of the assessment by students on the due date. If a deadline cannot be met, in order for the work to be evaluated, students must: provide a doctor's note, or provide a note from a parent explaining special family circumstances, or have established an extension with the teacher at least two days in advance. Such extensions will be given at the teacher's discretion.
3. MYP students must adhere to published deadlines. Students who do not meet IB Diploma Programme deadlines will follow these steps:
 - Detention(s) until the assessment is completed
 - Parent meeting to discuss behavior concern
 - After 3 offenses: Parents contacted and additional detentions and/or an in-school suspension until the assessment is completed. Students must make up all worked missed during the suspension.
4. Repeated failure to meet deadlines will result in narrative comments addressing these concerns in report cards and letters of recommendation to other schools.

Teacher Assessment Commitments

All teachers will:

- Mark (grade and or provide narrative feedback) all formative assessments within one calendar week of receipt. Managebac will be updated in the same timeframe.
- Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned. If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.
- Discuss with students prior to posting summative assessments and provide at least one calendar week lead time for students to prepare. Summative assessments will be posted on Managebac at least one week in advance of the due date (shaded in blue).
- Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.
- Return summative assessments to students with feedback no later than three calendar weeks after the due date.
- Update Managebac immediately upon completion of marking/feedback.
- Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. (see above)
- Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.

APPENDIX

Classroom Expectations:

- Be on time
- BE PREPARED – have all books and supplies ready when class begins
- Bring your own electronic device
- LISTEN when others are speaking
- Exhibit MYP learner profile characteristics