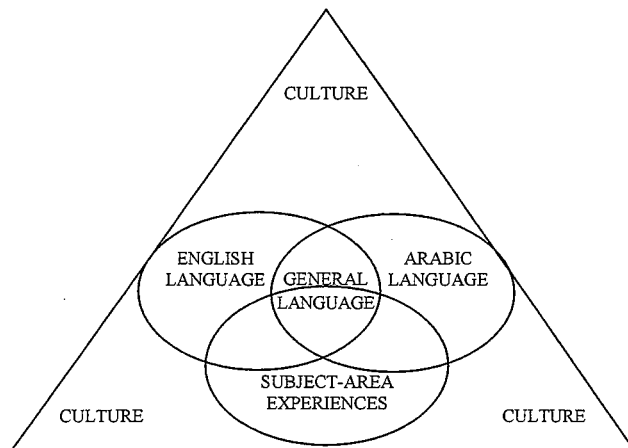

ARABIC LANGUAGE ARTS KINDERGARTEN TO GRADE 12

INTRODUCTION

Arabic language arts is an integral part of Arabic bilingual programming. The *Arabic Language Arts Kindergarten to Grade 12 Program of Studies* reflects the breadth of Arabic bilingual programming by providing outcomes for learning language and for learning about culture. However, Arabic bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. In addition to Arabic language arts and English language arts, Arabic bilingual programming also includes various other subject-area experiences. The following conceptual map illustrates the relationship among these components.



BILINGUAL PROGRAMMING OVERVIEW

Bilingual programming is complex and multifaceted. It provides a rich environment for the learning of languages, cultures, and subject-area content. Bilingual education strives to provide intensive language learning environments, with the potential for high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective bilingual learning environments are those in which

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the target language is emphasized
- quality oral, print, visual, and multimedia resources are available and applied in a supportive, meaningful, and purposeful manner

Language Arts: General Language Component

General Outcome 1

Students will listen, speak, read, write, view, and represent in Arabic to explore thoughts, ideas, feelings, and experiences.

General Outcome 2

Students will listen, speak, read, write, view, and represent in Arabic to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

General Outcome 3

Students will listen, speak, read, write, view, and represent in Arabic to manage ideas and information.

General Outcome 4

Students will listen, speak, read, write, view, and represent in Arabic to enhance the clarity and artistry of communication.

General Outcome 5

Students will listen, speak, read, write, view, and represent in Arabic to celebrate and build community.

Language Arts: Specific Language Component

General Outcome 6

Students will acquire Arabic to understand and appreciate languages and use the Arabic language confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Culture

General Outcome 7

Students will explore, understand, appreciate, and value Arabic cultures in Canada and the world for personal growth, enrichment, and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Specific Outcomes

Each general outcome includes specific outcomes that students are to achieve by the end of each grade/course. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Specific descriptions are then provided in each specific outcome for each grade/course. A specific strand supporting a general outcome is developed over four consecutive pages, according to the main grade/course divisions: Kindergarten to Grade 3; Grade 4 to Grade 6; Grade 7 to Grade 9; and Arabic Language Arts 10, 20, and 30.

It is strongly recommended when addressing any specific outcome in this program of studies that the specific outcomes prior to and following the given outcome and grade level/course be consulted for a clearer understanding as to context and intended developmental sequence. Similarly, any given specific outcome must be understood with reference to the strand and general outcome categories.

6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
grammatical elements	<i>Students will</i> a. recognize and use, in modelled situations, ⁷ the following grammatical elements:		
	changing singular nouns into تحويل الاسم المفرد إلى <ul style="list-style-type: none"> dual مثنى masculine plural جمع المذكر السالم feminine plural جمع المؤنث السالم irregular plural جمع تكسير conjugation of regular verbs in the تصريف الأفعال العادية للآزمنة التالية <ul style="list-style-type: none"> past tense فعل الماضي present tense فعل المضارع future tense المستقبل imperative form فعل الأمر 	interrogatives أسماء الإستفهام prepositions حروف الجر pronominal suffixes الضمائر المتصلة conjunctive pronouns ضمائر الوصل demonstrative pronouns أسماء الإشارة	changes to nominal sentences حول الجمل الإسمية إلى جمل الفعلية possessive structure and its endings ضمائر الملكية adjectives and the described noun الصفة و الموصوف comparative and superlative المقارنة وصيغة التفضيل

7. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
grammatical elements	<i>Students will</i> b. use, in structured situations, ⁸ the following grammatical elements:		
	verbal sentences الجملة الفعلية nominal sentences الجملة الاسمية auxiliary verbs (was, being) إنَّ و أخواتها، كان و أخواتها plural feminine جمع المؤنث السالم	changing singular nouns into تحويل المفرد الي • dual مثنى • masculine plural جمع المذكر السالم • feminine plural جمع المؤنث السالم • irregular plural جمع تكسير conjugation of regular verbs in the تصريف الأفعال العادية إلى الأزمنة التالية: • past tense الفعل الماضي • present tense الفعل المضارع • future tense المستقبل • imperative form الفعل الأمر	interrogatives أسماء الإستفهام prepositions حروف الجر pronominal suffixes الضمائر المتصلة conjunctive pronouns ضمائر الوصل demonstrative pronouns أسماء الإشارة

8. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
grammatical elements	<i>Students will</i> c. use, independently and consistently, ⁹ the following grammatical elements:		
	conjunctions حروف الوصل adverbs الحال negative forms صيغ النفي affirmative and negative sentences الجمل المثبتة والمنفية plural feminine regular جمع المؤنث السالم	verbal sentences الجملة الفعلية nominal sentences الجملة الاسمية auxiliary verbs (was, being) إنَّ و أخواتها، كان و أخواتها plural feminine جمع المؤنث السالم	changing singular nouns into تحويل المفرد الى • dual مثنى • masculine plural جمع المذكر السالم • feminine plural جمع المؤنث السالم • irregular plural جمع تكسير conjugation of regular verbs in the تصريف الأفعال العادية إلى الأزمنة التالية: • past tense الفعل الماضي • present tense الفعل المضارع • future tense المستقبل • imperative form الفعل الأمر

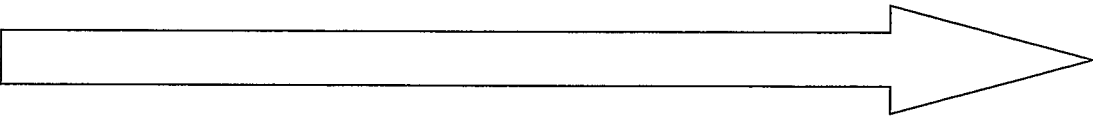
Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

9. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome 6

Students will acquire Arabic to understand and appreciate languages and use the Arabic language confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.1 Linguistic Elements

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
sound–symbol system	1. accurately apply knowledge of the Arabic sound–symbol system in a variety of contexts	1. accurately and consistently apply knowledge of the Arabic sound–symbol system in a variety of contexts	1. accurately and consistently apply knowledge of the Arabic sound–symbol system in a variety of contexts
lexicon	2. improve the effectiveness of messages by independently accessing needed vocabulary	2. use vocabulary and expressions with increasing accuracy and appropriateness in a variety of contexts	2. use vocabulary and expressions with increasing accuracy, appropriateness, and effectiveness in a variety of contexts
grammatical elements	3. (see following pages)	3. (see following pages)	3. (see following pages)
			
mechanical features	4. use mechanical features of Arabic correctly and effectively	4. use a variety of mechanical features of Arabic correctly and effectively	4. use a variety of mechanical features of Arabic correctly and effectively to enhance communication
discourse features	5. expand their repertoire of discourse features and experiment with using a wide variety of discourse features for effect	5. use a variety of discourse features of Arabic correctly and effectively	5. use a variety of discourse features correctly and select and use specific discourse features for appropriate effect

6.1 Linguistic Elements (continued)

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
grammatical elements	<i>Students will</i> a. recognize and use, in modelled situations, ¹⁰ the following grammatical elements:		
	passive verbs and their subjects الفعل المبني المجهول وفاعله	noun conjugation تصريف الاسماء exclusion الإستثناء (ليس، لا يكون، ما عدا، ما خلا، إلا، حاشاء، سوى، سواء، غير)	the five names الأسماء الخمسة (أب، أخ، حم، فو، ذو)
	grammatical writing of numbers قواعد كتابة الأرقام	tools to address a person, and the grammatical changes to the addressed noun أصول وقواعد المخاطبة	
	subject and object descriptor المبتدأ والخبر		
	b. use, in structured situations, ¹¹ the following grammatical elements:		
changes to nominal sentences حول الجمل الإسمية الى جمل لفعلية	passive verbs and their subjects الفعل المبني المجهول وفاعله	noun conjugation تصريف الاسماء	
possessive structure and its endings ضمائر الملكية	grammatical writing of numbers قواعد كتابة الأرقام	exclusion إستثناء (ليس، لا يكون، ما عدا، ما خلا، إلا، حاشاء، سوى، سواء، غير)	
adjectives and the described noun الصفة و الموصوف	subject and object descriptor المبتدأ والخبر	tools to address a person, and the grammatical changes to the addressed noun أصول وقواعد المخاطبة	
comparative and superlative المقارنة وصيغة التفضيل			

10. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

11. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
grammatical elements	<i>Students will</i> c. use, independently and consistently, ¹² the following grammatical elements:		
	interrogatives أسماء الإستفهام	changes to nominal sentences حول الجمل الإسمية الى جمل لفعلية	passive verbs and their subjects الفعل المبني المجهول وفاعله
	prepositions حروف الجر	possessive structure and its endings ضمائر الملكية	grammatical writing of numbers قواعد كتابة الارقام
	negative forms (complex) صيغ النفي (مركبة)	adjectives and the described noun الصفة و الموصوف	subject and object descriptor المبتدأ و الخبر
	pronominal suffixes الضمائر المتصلة	comparative and superlative المقارنة وصيغة التفضيل	
	conjunctive pronouns ضمائر الوصل		
	demonstrative pronouns أسماء الإشارة		

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

12. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.