

OUTLINE OF COURSE OF STUDY 2023-2024
INDIGENOUS and INTERNATIONAL LANGUAGES PROGRAM
 Continuing Education Department / Ottawa-Carleton District School Board

Teacher Name: <i>Fatima Kabeli</i> Contact: fkabeli@myois.org Web: https://sites.google.com/myois.org/fatima/g10-arabic	Language: <i>Arabic</i> Course code: <i>LYABD</i>
Curriculum Policy Document: <i>The Ontario Curriculum, Grades 9 to 12, 2016 (Revised). Classical Studies and International Languages</i> http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang912curr.pdf	Credit Value: <i>1.0 (academic)</i> Prerequisite: <i>none</i>

Course Description

The first level of academic courses in international languages (courses ending in the code BD) serve for the most part as an introductory course for beginner students or as a level one option for experienced learners looking to polish previously acquired skills. It provides opportunities to develop and apply listening, speaking, reading and writing skills in a variety of contexts. Content in this course is focused on personal and familiar themes and will also introduce skills that are important for lifelong language learners. Intercultural understanding is also promoted throughout the course so that learners develop strategies to communicate effectively in various forms about their culture(s) and those of others.

Curriculum Expectations

As per the Ontario Ministry of Education Curriculum Guidelines for International Languages, this course will be delivered to address curriculum expectations within the following strands:

- Listening (to understand and interact, for intercultural understanding)
- Speaking (to communicate and interact, for intercultural understanding)
- Reading (for comprehension, purpose/form/style, intercultural understanding)
- Writing (for purpose/audience/form, as a process, for intercultural understanding)

Overall Curriculum Expectations

A. LI ST EN IN G	A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies; A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences; A3. Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.
B. SP EA KI NG	B1. Speaking to Communicate: communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience; B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences; B3. Intercultural Understanding: in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.
C. RE AD IN G	C1. Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies; C2. Purpose, Form and Style: identify the purpose(s), characteristics, and aspects of style in a variety of adapted and authentic text forms, including fiction, informational, graphic, and media forms; C3. Intercultural Understanding: demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.
D. W RI TI NG	D1. Purpose, Audience, and Form: write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course; D2. The Writing Process: use the stages of the writing process - including pre-writing, producing drafts, revising, editing, and publishing- to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively; D3. Intercultural Understanding: in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

Assessment & Evaluation in International Languages

The purpose of assessment is to improve student learning. Evaluation in this course will be continuous throughout the year and will be based on a variety of assessment strategies and methods. Three types of assessment will be used: Assessment for Learning; Assessment as Learning; and Assessment of Learning. The three types will be maintained through the use of diagnostic, formative and summative strategies coupled with linking of the Categories in the Achievement Chart in each curricular document to enhance student learning in many different dimensions thus achieving balanced and accurate assessment of the learning process.

Assessment as Learning strategies facilitated within the class to promote reflection on one's own learning and language development approaches; this assessment will require individual attention and goal setting, processing teacher and peer feedback and reviewing content and goals.	Assessment for Learning strategies to help with the ongoing development of the language; this assessment is formative and will take on various forms in class such as practice exercises, role plays and dialogues, learning games, conversations and language drill activities, responses to readings, structural review exercises and so on.	Assessment of Learning evaluation tasks developed and assigned encompassing learning of a class unit; most tasks will be accompanied by an evaluation rubric to help understand the expectations of assignments and how they will be evaluated. These tasks that will be reflected within course marks will be activities that require processing, research and critical thinking such as presentations and performances, essays or other forms of writing, posters or projects of various forms and media, tests and others. It is important to consider timelines, process and criteria of all tasks.
Student Product • Posts/Journals/Emails (checklist) • Learning Logs (anecdotal) • Class Questions • Written Quiz • Work Sheets	Student Product • Assignments / Projects • Journals/Letters/Emails (checklist) • Pre-tests (checklist/scale/rubric) • Portfolios (rubric) • Posters (rubric/scale) • Graphic organizers (scale) • Peer feedback (anecdotal/checklist)	Student Product • Assignments / Projects (rubric) • Presentations & performances • Essays or other forms of writing • Tests & Exams • Posters or projects of various forms of media • Reports (rubric) • Rough Drafts (rubric)
Observation • Whole class discussions (anecdotal) • Self-proofreading (checklist) • Peer evaluations (checklist)	Observation • Class discussions (anecdotal) • Class participation • Performance tasks (anecdotal/scale) • Self-editing (anecdotal)	Observation • PowerPoint presentations (rubric) • Group work • Discussion/Debate (checklist) • Performance tasks (anecdotal/scale)
Conversation • Student teacher conferences (checklist) • Small Group Discussions (checklist) • Pair work (checklist)	Conversation • Student teacher conferences (checklist) • Small group discussions (checklist) • Pair work (anecdotal) • Peer-feedback (anecdotal) • Oral pre-tests (scale/rubric)	Conversation • Student teacher conferences (checklist) • Question and Answer Session (checklist) • Oral tests (scale/rubric) • Presentation with question and answer session

Course Assessment and Evaluation	Mark Value / Weight
Course Work Throughout the Year (based on summative tasks – Assessment OF Learning) Determining a report card grade will continue to rely on the teachers informed professional judgment and interpretation of evidence, and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence as stated in <u>Growing Success (p. 39)</u> . <i>Teachers will use professional judgement by considering weights for assignments, recent and consistent performance and will interpret evidence of student learning to determine marks.</i> <i>Teachers consult the Ministry of Education document "Growing Success" to guide assessment and evaluation.</i>	70% of final mark 30% of final mark (there is no examination for BD courses)

Assessment Categories – these are the categories that will organize the expectations/criteria of assignments throughout the course that will appear on the evaluation rubrics: Knowledge/Understanding – Application – Communication - Thinking/Inquiry

Summary description of achievement with corresponding percentages, *Growing Success (2010)*

Level 4 = 80-100%	Level 3 = 70-79%	Level 2 = 60-69%	Level 1 = 50-59%	R = < 50%
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Language Leaching Strategies and Resources

This course will be organized by units of study based on relevant topics that integrate the use and development of the four language skill areas (listening, reading, speaking, writing) along with intercultural understanding skills. Instruction will be focused on communicative and interactive approaches that encourage use of the language for authentic purposes and audiences. Students are encouraged to reflect on the language and their own learning of it throughout the week (and year) and to consider their own use and learning processes within and outside the classrooms. Attendance and participation are crucial to achieving success. Foreseen absences should be communicated with the teacher in advance and students are expected to attend regularly while also taking responsibility for any missed work and for their collaboration with other students.

Resources that will be used within class will include, and not be limited to, reading selections, supplementary text materials, information from the Internet, audio and visual media, guest speakers and presenters, authentic materials and others. Important resources for students are:

- The Arabic Language 1, by M. Hamide (2018)
- * Supplemental Resources
 1. Arabian Sinbad by Sinbad Multimedia
 2. Internet & Online Teacher's Resource.
 3. Software & Multimedia CDs, DVDs, and VCRs

Units of Study

- **Unit 1: Basic Greetings and Introductions**
(Alphabet, greetings, numbers, the individual, family, friends, names, countries, nationalities, talking about yourself)
- **Unit 2: Foods and Occupations**
(foods, drinks, shopping, prices, health, activities, occupations, workplaces, school Life, places, time, ordering drinks and food,)
- **Unit 3: Seasons and Clothing**
(days, months, seasons of the year, weather, clothing, colors, parts of the body, health, medication, leisure and recreation)
- **Unit 4: Describing what's happening, and Answering WH Questions**
(talking about everyday routine, describe what happened/ happening, answer simple questions, joining sentences together using different word order in a verbal and nominal sentence)
- **Unit 5: Nature, Sports and Clothing**
(days, months, seasons of the year, weather, clothing, colors, parts of the body, health, medication, leisure and recreation)
- **Unit 6: Writing and Texting**
(writing different types of sentences, short paragraphs, simple news articles)

Course Name:

Course Code:

Teacher:

Course Outline/Assessment Plan

(subject to modification and addition depending on student needs and class relevance)

Content/Unit/Theme	Curriculum Expectations	Assessment FOR/AS Learning	Assessment OF Learning
Unit 1: Basics Greetings & Introductions (Alphabet, greetings, numbers, the individual, family, friends, names, countries, nationalities, talking about yourself)	A1. Listening to Understand: A2. Listening to Interact: A3. Intercultural Understanding: B1. Speaking to Communicate: B2. Speaking to Interact: C1. Reading Comprehension:	Interviews / Questions Presentations Class / small group discussions Class participation / Observation Written Quizzes / Work Sheets / Pair work / Peer / Self-editing	Presentations Tests / Writings Assignments Performance tasks
Unit 2: Foods and Occupations (foods, drinks, shopping, prices, health, activities, occupations, workplaces, school Life, places, time, ordering drinks and food,)	A2. Listening to Interact: A3. Intercultural Understanding: B1. Speaking to Communicate: B2. Speaking to Interact: B3. Intercultural Understanding: C1. Reading Comprehension: C2. Purpose, Form and Style: C3. Intercultural Understanding	Interviews / Questions Presentations Class / small group discussions Class participation / Observation Written Quizzes / Work Sheets / Pair work / Peer / Self-editing	Presentations Tests / Writings Assignments Performance tasks
Unit 3: Seasons and Clothing (days, months, seasons of the year, weather, clothing, colors, parts of the body, health, medication, leisure and recreation)	A1. A2. A3 B1. B2. B3 C1. Reading Comprehension:	Interviews / Questions Presentations Class / small group discussions Class participation / Observation Written Quizzes / Work Sheets / Pair work / Peer / Self-editing	Presentations Tests / Writings Assignments Performance tasks
Unit 4: Describing what's happening, and Answering WH Questions (talking about everyday routine, describe what happened/ happening, answer simple questions, joining sentences together using different word order in a verbal and nominal sentence)	B1. B2. B3 C1. Reading Comprehension: C2. Purpose, Form and Style: C3. Intercultural Understanding	Interviews / Questions Presentations Class / small group discussions Class participation / Observation Written Quizzes / Work Sheets / Pair work / Peer / Self-editing	Presentations Tests / Writings Assignments Performance tasks
Unit 5: Nature, Sports and Clothing (days, months, seasons of the year, weather, clothing, colors, parts of the body, health, medication, leisure and recreation)	B1. B2. B3 C1. C2. C3. D1. Purpose, Audience, and Form:	Interviews / Questions Presentations Class / small group discussions Class participation / Observation Written Quizzes / Work Sheets / Pair work / Peer / Self-editing	Presentations Tests / Writings Assignments Performance tasks
Unit 6: Writing and Texting (writing different types of sentences, short paragraphs, simple news articles)	D1. Purpose, Audience, and Form: D2. The Writing Process: D3. Intercultural Understanding:	Interviews / Questions Presentations Class / small group discussions Class participation / Observation Written Quizzes / Work Sheets / Pair work / Peer / Self-editing	Presentations Tests / Writings Assignments Performance tasks

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