



Arabic Grade 6

LENGTH OF COURSE: Full Year (Sem 1 & Sem 2)

Course Overview/Description

The Arabic language curriculum connects the student to his society, history and religion, so it is necessary to support the language of the student to be able to understand this heritage and to deal with it and take advantage of those experiences for a better life.

Grade 6 is a 2-Semester course. At the core of this foundational course, are the three strands highlighted in the Common Core Standards the one coming from MOE in Kuwait:

1. Reading – Literacy Skills, Literature, Informational Texts and Religious texts.
2. Writing – Grammar, spelling skills and Write paragraphs about the unit topics.
3. Speaking and Listening – Communication, Expressing ideas with evidence.

All of the objectives that the student must master are specified by the Kuwaiti Ministry of Education, and are linked to the specific texts in each academic year. The students are tested in a study term by converting the curriculum objectives into essay and multiple-choice questions.

Pre-requisites

Each student has to be passed the following;
four summative tests for the whole year, 1st one will be short, 2nd one long 3rd one short 4th one long.

Two projects every semester.

No re-take for the summative exam.

five years of study in the Arabic curriculum.

Kuwait-MOE Standards

AUS uses the kuwait MOE standards, Arabic 6 are a 2-Semester course.

At the core of this foundational course, are the four strands highlighted in the Common Core Standards:

1. Reading – Literacy Skills, Literature, Informational Texts

2. Writing – Narrative, Creative, Informative, Argumentative
3. Speaking and Listening – Communication, Viewing
4. Language – Voice, Style, Vocabulary, Grammar and Mechanics

In order to make meaning of ideas and information, students must engage critically as readers, listeners and viewers of content. To demonstrate understanding and generate innovation and creativity, students must be able to speak, write and represent original ideas. To fully master the Arabic Language, students must continuously add to the foundational building blocks outlined above. Full participation and engagement with the Arabic curriculum and coursework will provide students with multiple and varied opportunities to engage with the four strands.

AUS Student Profile

An AUS student is action-oriented and makes connections between self, community, culture, and the globally connected world. AUS students are:

- Ethical: demonstrates qualities of integrity, self-awareness, empathy, and compassion.
- Globally Responsive: values diversity that fosters acceptance for all. Responds accordingly to social, environmental, and political concerns.
- Next-generation skilled: creates methods to improve upon existing processes. Understands, adapts, and grows when new information and technologies are presented.

Arabic is my language–Specific Standards

Students in this course also develop and strengthen knowledge specific to course topics:

- My family values and giving
- My friends are the richness of my life
- My humanity in behavior and work
- acquaintances and friends
- relationships and influence
- Featured Works

Course Scope and Sequence

AUS Dates
(UPDATE
YEARLY)

ORIENTATION

	In the first week, teachers do placement tests for students to know the general level of students. During the preparatory period, students study the missing educational skills from previous years that they will need during the current year. Teachers design activities for these skills.	
	[Semester 1]	[Arabic text book - Part 1]
	STANDARDS: Practice Standards: • Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. • Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. • Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. • Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. • Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Content-Specific Standards Addressed: (Speaking) • 1-1 Orally explain the purpose of different texts and state their features.. • 1-2 Describes, responds, and delivers verbal messages using persuasive techniques in nonverbal language, body language, Gestures, tone of voice... • 1-3 Expresses his point of view in a convincing manner, supporting it with relevant information • 1-4 He writes down the most important ideas in a conversation and asks questions to clarify what has been overlooked. • 1-5 Evaluate the reasons for the predominance of opinions over facts or vice versa in a hadith. • 1-6 He adapts his verbal message based on its purpose and the condition of the listener • 1-7 Speaks in a standard language using proper nominal sentences and verbs of all kinds. • 1-8 The learner respects his colleagues while interacting with them. • 1-9 Uses clear criteria to assess his own competencies and those of his peers in listening and speaking. • 1-10 Presenting a project on a specific subject in the Arabic language using	

	his knowledge as well as the skills he has acquired from other study subjects. Content-Specific Standards Addressed: (Reading) • 2-1 He mentions proofs from different texts in order to determine their purpose and the identity of the listener for each one • 2-2 Selects and categorizes information from different texts. • 2-3 It identifies cause-and-effect, comprehensive and detailed relationships, behavior and attitudes, citing evidence from the text to support these conclusions. • 2-4 Explains the meanings of words and phrases, specifying the strategy used in their interpretation. • 2-5 Identifies the topic of the text, summarizes it, and concludes what benefited from it. • 2-6 Roll to use language in analyzes various textual ways • 2-7 Expresses clearly, consistently and convincingly an impression or opinion about a text he has read • 2-8 Explain the importance of influential books in the history of humanity. • 2-10 He chooses appropriate information from his knowledge in other areas to discuss the texts he is reading. Content-Specific Standards Addressed: (Writing) • 3-1 Writes different short texts on important ideas or issues, paraphrasing others' ideas, expressing his opinion, or composing creative texts. • 3-2 Provides a written presentation formulated individually or collectively using appropriate technical and visual aids and digital tools. • 3-3 He plans and drafts texts of all kinds, then checks their ideas and language and revises them to avoid errors. • 3-4 Writes descriptions using proper terminology and structures. • 3-5 Uses appropriate script (copy and patch), taking into account grammar (particularly syntax), correct spelling and punctuation that makes the written message clear to others. • 3-6 Amends and revises the texts written by him to present them accurately and aesthetically. • 3-7 Selects relevant information from different areas of knowledge to document his written presentation.
	DESCRIPTION: Unite #1: (My family is valuable and giving) The student learns the specific standards of listening, reading and writing through topics and texts about the family and the important values that a person should have Grammar skills: (nominative and verbal sentence) Spelling skills: (Hamza on the line in the middle of the word, part1) Unite #2: (My friends are the treasure of my life) The student learns about good friendship and the importance of having friends in their life. Grammar skills: (types of the second part of the nominal sentence)

	Spelling skills: (Hamza on the line in the middle of the word, part2) Unit #3:(My humanity in behavior and work) The learner gets to know the concept of humanity as an act, not just feelings that are far from reality through real examples from the society in which he lives. Grammar skills: (a group of verbs and letters that come before the nominal sentence called "AlNawasekh") Spelling skills: (Hamza on the line in the middle of the word, part3)	
	ESSENTIAL QUESTIONS: How is the family a source of values and giving? How do friends make our lives better? How does humanity behave and work?	
	EXAMPLE ASSESSMENT Quarter 1 Assessment. (Paper Exam) Includes selected standards from Units I and II " Approved by MOE " Quarter 2 Assessment. (Paper Exam) Includes selected standards from Units I, II and III " Approved by MOE "	
	Semester 2	(Arabic text book 2)
	STANDARDS: Practice Standards:	

- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Content-Specific Standards Addressed: (Speaking)

- 1-1 Orally explain the purpose of different texts and state their features..
- 1-2 Describes, responds, and delivers verbal messages using persuasive techniques in nonverbal language, body language, Gestures, tone of voice...
- 1-3 Expresses his point of view in a convincing manner, supporting it with relevant information
- 1-4 He writes down the most important ideas in a conversation and asks questions to clarify what has been overlooked.
- 1-5 Evaluate the reasons for the predominance of opinions over facts or vice versa in a hadith.
- 1-6 He adapts his verbal message based on its purpose and the condition of the listener
- 1-7 Speaks in a standard language using proper nominal sentences and verbs of all kinds.
- 1-8 The learner respects his colleagues while interacting with them.
- 1-9 Uses clear criteria to assess his own competencies and those of his peers in listening and speaking.

	• 1-10 Presenting a project on a specific subject in the Arabic language using his knowledge as well as the skills he has acquired from other study subjects. Content-Specific Standards Addressed: (Reading) • 2-1 He mentions proofs from different texts in order to determine their purpose and the identity of the listener for each one • 2-2 Selects and categorizes information from different texts. • 2-3 It identifies cause-and-effect, comprehensive and detailed relationships, behavior and attitudes, citing evidence from the text to support these conclusions. • 2-4 Explains the meanings of words and phrases, specifying the strategy used in their interpretation. • 2-5 Identifies the topic of the text, summarizes it, and concludes what benefited from it. • 2-6 Roll to use language in analyzes various textual ways • 2-7 Expresses clearly, consistently and convincingly an impression or opinion about a text he has read • 2-8 Explain the importance of influential books in the history of humanity. • 2-10 He chooses appropriate information from his knowledge in other areas to discuss the texts he is reading. Content-Specific Standards Addressed: (Writing) • 3-1 Writes different short texts on important ideas or issues, paraphrasing others' ideas, expressing his opinion, or composing creative texts. • 3-2 Provides a written presentation formulated individually or collectively using appropriate technical and visual aids and digital tools. • 3-3 He plans and drafts texts of all kinds, then checks their ideas and language and revises them to avoid errors. • 3-4 Writes descriptions using proper terminology and structures. • 3-5 Uses appropriate script (copy and patch), taking into account grammar (particularly syntax), correct spelling and punctuation that makes the written message clear to others. • 3-6 Amends and revises the texts written by him to present them accurately and aesthetically. • 3-7 Selects relevant information from different areas of knowledge to document his written presentation.
	DESCRIPTION: Unite #1: (acquaintances and friends) The learner learns target standards through texts on the topic of acquaintances and friends, where they study topics on gaining knowledge and sharing it with friends. Grammar skills: (types of the second part of the nominal sentence with Alhorof al nasikha) Spelling skills: (Ta' Al Marbootah with Tanween Al-Fath - Part1)

	Unite #2: (relationships and influence) The learner learns the target standards through topics centered on the relationships that affect us and others, where the learner reads, listens and sees topics about the environment of Kuwait and what happened with ancestors throughout history. In writing skills, the learner writes about these notes by searching in various sources of knowledge such as books and the Internet. Grammar skills: (The adjective) Spelling skills: (AlHamza' Al Mutatarefah with Tanween Al-Fath) Unite #3:(Featured Works) The learner practices the defined standards through topics centered around the distinctive actions in life that earn human values and success. Grammar skills: (the Adverb) Spelling skills: (Ta' Al Marbootah with Tanween Al-Fath - Part2)
	ESSENTIAL QUESTIONS: How does knowledge affect our friends and change them for the better? How our relationships affected our understanding of the world around us? How does distinctive works today affect the society around us? EXAMPLE ASSESSMENT Quarter 1 Assessment. (Paper Exam) Includes selected standards from Units I and II “ Approved by MOE ” Quarter 2 Assessment. (Paper Exam) Includes selected standards from Units I, II and III “ Approved by MOE ”

Course Material

. [MOE Arabic text books](#)

[I Read Arabic Platform](#)

Title	Author	Publisher	Edition (if applicable)	Website (if applicable)	Primary or Secondary Source
<i>Arabic Is my language P1</i>	MOE	MOE	2022-2023	PDF copy	
<i>Arabic Is my language P2</i>	MOE	MOE	2022-2023	PDF copy	