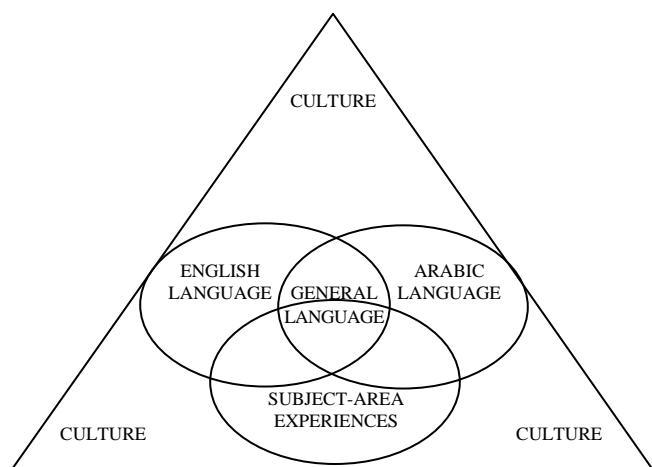

ARABIC LANGUAGE ARTS KINDERGARTEN TO GRADE 12

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

RATIONALE FOR ARABIC BILINGUAL PROGRAMMING AND ARABIC LANGUAGE ARTS

Arabic bilingual programming contributes to personal development

Arabic bilingual programming establishes an environment in which both English and Arabic are used and needed constantly for purposes of communication, personal satisfaction, and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests, and abilities. The Arabic language is used to explore ideas and experiences, to construct meaning, and to communicate understanding. Effective language acquisition occurs through the integrated delivery of subject-area content, language instruction, and cultural information, while fostering in students a positive attitude toward themselves and others.

Arabic language learning is a lifelong endeavour

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding. The learning environment, supportive of the learner and encouraging the learner to take risks, recognizes that errors are an integral part of the language-learning process. By learning, experimenting with, and applying new language structures and vocabulary in a variety of contexts, students develop language proficiency.

Arabic bilingual language learning fosters cross-language competence

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to new language learning. Similarly, in acquiring a new language, students develop new language learning skills that can then be applied to their first

language. In this way, continuous concurrent development of first and second language skills, or skills in additional languages, is fostered through Arabic bilingual programming. Opportunities for proficiency and skill development in these languages are maximized.

Arabic bilingual language learning enhances all communication skills

The development of communication skills is vital to Arabic bilingual programming. Achievement in the six skill areas of listening, speaking, reading, writing, viewing, and representing contributes to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The *Arabic Language Arts Kindergarten to Grade 12 Program of Studies* is designed to promote the development of language skills for a wide range of purposes, in a wide range of contexts, at increasing levels of fluency.

Arabic bilingual language learning develops through the communicative approach

The communicative approach in second language instruction emphasizes the importance of communicating a message. Learners require support as they strive to express and understand thoughts, ideas, and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, is secondary to communicating the message. The communicative approach acknowledges the important relationship between accuracy and effective communication but places slightly less emphasis on accuracy and form.

Arabic bilingual language learning promotes the acquisition of learning strategies

Language acquisition in Arabic bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies, language use strategies, and general learning strategies. The

Arabic Language Arts Kindergarten to Grade 12 Program of Studies, therefore, provides a variety of learning outcomes at all levels that promote the development of strategic competencies applicable to many learning circumstances.

Arabic bilingual programming promotes intracultural and intercultural awareness

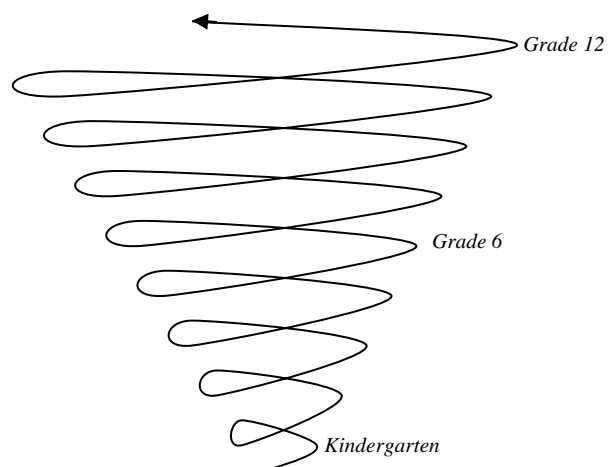
Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Arabic bilingual programming bring to their program a range of cultural backgrounds and experiences. The *Arabic Language Arts Kindergarten to Grade 12 Program of Studies* provides opportunities and support for students to explore their own cultural backgrounds, experiences, and identities, as well as those of members of the school community, the local community, and other communities of the world. The Culture section of this program of studies examines the dynamic nature of Arabic cultures through the various perspectives of history, contemporary life, diversity, and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

Arabic bilingual programming develops global citizenship skills

Effective participation in the global marketplace, workplace, and society requires strong communication, interpersonal, and team skills, and strong knowledge and understanding of cultures. Arabic bilingual programming provides a rich environment for the development of essential knowledge, skills, and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students. The *Arabic Language Arts Kindergarten to Grade 12 Program of Studies* supports the intellectual, social, emotional, creative, linguistic, and cultural development of students in Arabic bilingual programming.

A SPIRAL PROGRESSION

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Student progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts, and so on). The spiral also represents how language learning activities are best structured. Particular vocabulary expressions, learning strategies, or cultural skills and knowledge, for example, are revisited at different points in the Arabic language arts program, but from a different perspective, in broader contexts, or at a slightly higher level of proficiency each time. Learning is reinforced, extended, and broadened with each successive pass.



PURPOSE OF THE PROGRAM OF STUDIES

The *Arabic Language Arts Kindergarten to Grade 12 Program of Studies* provides a progression of specific outcomes from Kindergarten to Grade 12. Most often, the outcomes reflect a progression of development intended to match the developmental stages of students. The specific outcomes for each grade/course reflect the knowledge, skills, and attitudes that students are expected to achieve by the end of the grade/course. Students are expected to demonstrate the specific outcomes for the

current grade/course and build upon their prior knowledge and skills from previous grades/courses.

The outcomes presented are designed to represent the progression of knowledge, skills, and attitudes expected of students who have had no prior exposure to Arabic upon entry into Kindergarten. Nevertheless, students with prior exposure to Arabic can equally be challenged within this program.

The general and specific outcomes established in this program of studies are intended to be delivered in an integrated manner.

PROGRAM OVERVIEW

For ease of use, the *Arabic Language Arts Kindergarten to Grade 12 Program of Studies* is divided into two sections:

- Language Arts
 - General Language Component
 - Specific Language Component
- Culture

It is important that the sections be implemented in an integrated manner.

Language Arts

The Language Arts section of this program of studies reflects an integrated, interdependent approach to language learning within a bilingual programming context. Arabic language arts includes a General Language Component and a Specific Language Component.

The General Language Component parallels *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998. In this manner, both English language instruction and Arabic language instruction support the development of common language knowledge, skills, and attitudes. The general outcomes in the General Language Component, with only minor revisions, mirror those in the English Language Arts Framework,

but the specific outcomes have been adapted and refined more extensively for delivery in Arabic.

The Specific Language Component provides the detailed linguistic elements of Arabic, descriptors of language competence for each grade/course, and outcomes to support sociocultural/sociolinguistic and strategic learning.

The Specific Language Component outlines the linguistic elements that students will need in order to use the Arabic language, while the General Language Component provides the context and purpose for using the language, and outlines the knowledge, skills, and attitudes that students are to develop. The two components should be developed concurrently, so that the language being learned is the language that students will need and be able to apply.

Culture

The Culture section fosters the development of essential knowledge, skills, and attitudes related to self, the Arabic language and cultures, the community, and the world.

General Outcomes

The general outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the Arabic Language Arts Kindergarten to Grade 12 learning sequence are expected to achieve.

Arabic bilingual programming is designed to promote all around personal development by fostering social, emotional, moral, intellectual, and creative growth. To support this growth and development, the Arabic Language Arts Kindergarten to Grade 12 program is built upon the following seven general outcomes.

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.

Guide to Reading the Program of Studies

General Outcome 4

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

cluster heading for specific outcomes

4.1 *Generate and Focus*

Kindergarten

Grade 1

Grade 2

Grade 3

Students will

generate ideas

1. share or demonstrate ideas from personal experiences

1. contribute ideas from personal experiences for oral, print, visual, and multimedia texts

1. generate and contribute, with support, simple ideas on particular topics for oral, print, visual, and multimedia texts

1. generate and contribute ideas on particular topics for oral, print, visual, and multimedia texts

choose text forms

2. participate in shared oral, print, visual, and multimedia experiences

2. share ideas and experiences, using simple text forms in the classroom context

2. share ideas and experiences, using various text forms for particular audiences

2. use a variety of text forms for particular audiences and purposes

organize ideas

3. recognize that ideas expressed in oral language can be represented and recorded

3. organize visuals and familiar print to express ideas and tell stories

3. organize visuals and print to express ideas and tell stories

3. order ideas to create a beginning, middle, and end in their own oral, print, visual, and multimedia texts

read each page vertically for outcomes expected at the end of each grade/course

strand headings for specific outcomes

specific outcome statements for each grade/course

read each page horizontally for developmental flow of outcomes from grade to grade/course to course

LANGUAGE ARTS

General Language Component

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998, but it has been adapted for delivery in Arabic. The General Language Component provides the context and purpose for the development and use of Arabic.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English language programming and Arabic language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade/course reflect achievement expectations to be demonstrated in the Arabic language.

General Outcomes

The following five general outcomes outline the key learnings that the General Language Component is designed to support.

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.

General Outcome 1

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

1.1 Discover and Explore

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will</i>			
express ideas	1. participate in a range of experiences	1. express personal experiences and familiar events	1. make and talk about personal observations	1. describe personal observations, experiences, and feelings
consider others' ideas	2. participate in a range of experiences and represent these experiences	2. listen to and acknowledge experiences and feelings shared by others	2. listen and respond to others' ideas and observations to help discover and explore personal understanding	2. consider others' ideas and observations and compare them with their own to discover and explore personal understanding
experiment with language	3. use a variety of forms to explore familiar events, ideas, and information	3. use a variety of forms to explore and express familiar events, ideas, and information	3. use a variety of forms to organize and give meaning to familiar experiences, ideas, and information	3. explore and experiment with a variety of simple forms to express feelings, experiences, and events
express preferences	4. show enjoyment of an oral, print, visual, or multimedia text	4. express preferences for a variety of oral, print, visual, and multimedia texts	4. explain why an oral, print, visual, or multimedia text is a personal favourite	4. collect and share favourite oral, print, visual, and multimedia texts
set goals	5. participate in teacher-led group reading and writing activities and demonstrate reading and writing behaviours	5. participate in reading and writing activities	5. choose to read and write	5. develop a sense of themselves as readers, writers, and illustrators in Arabic

General Outcome 1

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

1.1 *Discover and Explore*

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
express ideas	1. describe and reflect upon personal observations and experiences to reach tentative conclusions	1. use personal experiences as a basis for exploring and expressing opinions and understanding	1. ask questions to gain understanding and share personal responses
consider others' ideas	2. explore connections between a variety of ideas and responses	2. seek others' viewpoints to build on personal responses and understanding	2. consider others' ideas and viewpoints
experiment with language	3. explore a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for personal purposes	3. explore and experiment with a variety of forms of expression for personal purposes
express preferences	4. collect and explain preferences for particular forms of oral, print, visual, and multimedia texts	4. review collections of favourite oral, print, visual, and multimedia texts and express a preference	4. explain favourite oral, print, visual, and multimedia texts and discuss preferences for particular forms with others
set goals	5. identify areas of personal accomplishment in language learning and use	5. identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use	5. assess personal language use and set personal goals to enhance language learning and use

General Outcome 1

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

1.1 Discover and Explore

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
express ideas	1. use exploratory language to discuss and record a variety of opinions and conclusions	1. explore diverse ideas to develop conclusions, opinions, and understanding	1. question and reflect on personal responses and interpretations and apply personal viewpoints to diverse situations or circumstances
consider others' ideas	2. compare their own and others' insights and viewpoints	2. integrate new understanding with previous viewpoints and interpretations	2. acknowledge the value of others' ideas and opinions in exploring and extending personal understanding and viewpoints
experiment with language	3. develop self-expression in oral, print, visual, and multimedia forms	3. expand self-expression in oral, print, visual, and multimedia forms	3. expand self-expression in oral, print, visual, and multimedia forms
express preferences	4. explore oral, print, visual, and multimedia texts recommended by peers	4. explore oral, print, visual, and multimedia texts recommended by peers	4. explore a variety of oral, print, visual, and multimedia texts outside of personal preferences
set goals	5. assess personal language use and set and revise personal goals to enhance language learning and use	5. assess personal language use, using appropriate terminology	5. self-monitor growth in language learning, using predetermined criteria

General Outcome 1

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

1.1 *Discover and Explore*

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
express ideas	1. recognize the value of discovering and expanding their understanding and viewpoints	1. inquire about and summarize ideas, observations, and opinions of themselves and others	1. hypothesize about ideas, observations, and opinions
consider others' ideas	2. seek valid information to add to current understanding	2. formulate personal understanding and interpretations	2. discuss personal understanding and interpretations
experiment with language	3. evaluate self-expression in oral, print, visual, and multimedia forms	3. analyze self-expression in oral, print, visual, and multimedia forms	3. critique self-expression in oral, print, visual, and multimedia forms
express preferences	4. explore a variety of oral, print, visual, and multimedia texts and genres	4. explore a variety of oral, print, visual, and multimedia texts and genres	4. experience a variety of texts and genres by particular writers, artists, storytellers, and filmmakers for enjoyment and satisfaction
set goals	5. build confidence in personal language learning, and use Arabic in a variety of formal and informal contexts	5. build self-direction, self-appraisal, and open-mindedness in language learning and use	5. build self-direction and self-appraisal in language learning and use, and recognize themselves as lifelong learners

General Outcome 1

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

1.2 Clarify and Extend

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
develop understanding	1. recognize connections between new experiences and prior knowledge	1. connect new experiences and information with prior knowledge	1. connect new information, ideas, and experiences with prior knowledge and experiences	1. describe how new experiences, ideas, and information connect to prior knowledge and experiences
	2. explore new experiences and ideas	2. represent new experiences and ideas	2. describe new experiences and understanding	2. explain new experiences and concepts
explain opinions				
combine ideas	3. group ideas and information to make sense	3. group and organize ideas and information to make sense	3. arrange ideas and information to make sense	3. arrange ideas and information in more than one way to make sense for themselves and others
	4. demonstrate curiosity about new ideas and observations	4. demonstrate curiosity about ideas and observations to make sense of experiences	4. ask basic questions to make sense of experiences	4. reflect on ideas and ask basic questions to clarify and extend understanding
extend understanding				

General Outcome 1

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

1.2 Clarify and Extend

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
develop understanding	1. reflect on prior knowledge to construct meaning in different contexts	1. reflect on prior knowledge and experiences to arrive at new understanding	1. evaluate prior knowledge and experiences to make sense of new information
explain opinions	2. express new concepts in their own words	2. express personal viewpoints	2. express personal viewpoints in meaningful ways and revise previous understanding
combine ideas	3. organize ideas and information in ways that clarify and shape understanding	3. experiment with arranging ideas and information in a variety of ways to clarify understanding	3. identify ways to reorganize ideas and information to extend understanding
extend understanding	4. ask basic questions to clarify information and develop new understanding	4. ask questions to clarify information and develop new understanding	4. ask a variety of questions to clarify information and develop new understanding

General Outcome 1

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

1.2 Clarify and Extend

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
develop understanding	1. recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding	1. reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge	1. reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge
explain opinions	2. summarize and represent personal viewpoints	2. articulate, represent, and explain personal viewpoints clearly	2. review and refine personal viewpoints through reflection, feedback, and self-assessment
combine ideas	3. search for ways to reorganize information to extend understanding	3. identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding	3. structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
extend understanding	4. ask specific and focused questions to clarify information, and discuss experiences and understanding	4. ask specific and focused questions and reconsider initial understanding in light of new understanding	4. consider diverse opinions and assess whether new information clarifies understanding

General Outcome 1

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

1.2 Clarify and Extend

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
develop understanding	1. analyze connections between new and prior knowledge and ideas to clarify understanding for themselves and others	1. analyze and synthesize connections between new and prior knowledge, ideas, and experiences to clarify and shape understanding	1. formulate and design connections between new and prior knowledge, ideas, and experiences to clarify and shape understanding
explain opinions	2. reflect on changing personal viewpoints and anticipate possible consequences	2. reflect on changing personal viewpoints and anticipate possible consequences	2. reflect critically on changing viewpoints and identify questions and ideas that merit further thought or reflection
combine ideas	3. develop a repertoire of organizational structures to clarify ideas and information and to bring order to their own thinking	3. expand their repertoire of organizational structures to clarify ideas and information and to bring order to their own thinking	3. use a variety of organizational structures to clarify ideas and information and to bring order to their own thinking
extend understanding	4. ask discriminating questions to interpret, evaluate, and reflect on ideas and information	4. explore divergent viewpoints for relevance and validity	4. examine and interpret alternative perspectives and arrive at and articulate new understanding

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.

2.1 Use Strategies and Cues

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
prior knowledge	1. relate oral language texts to personal experiences	1. make simple connections between texts and personal experiences	1. make connections among texts, prior knowledge, and personal experiences	1. make connections among a variety of texts, prior knowledge, and personal experiences
comprehension strategies	2. anticipate meaning from familiar print, symbols, and images	2. anticipate meaning from familiar print, symbols, images, and experiences, and revise understanding based on further information	2. anticipate meaning, recognize relationships, and draw conclusions, and use a variety of strategies to confirm understanding	2. use comprehension strategies appropriate to the type of text and purpose
textual cues	3. recognize print, symbols, and images in context, and recognize their own name and personally familiar words	3. use pictures and patterns to build understanding	3. use pictures and patterns to construct meaning	3. use textual cues to build understanding
cueing systems	4. recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas	4. use syntactic, semantic, and graphophonic cues to construct and confirm meaning	4. use syntactic, semantic, and graphophonic cues, with guidance, to construct and confirm word meaning in context	4. use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context

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.

2.1 Use Strategies and Cues

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
prior knowledge	1. make and record connections among personal experiences, prior knowledge, and a variety of texts	1. make and record connections among personal experiences, prior knowledge, and a variety of texts	1. make and record connections among personal experiences, prior knowledge, and a variety of texts
comprehension strategies	2. make and confirm or reject predictions based on textual information and reread to confirm understanding	2. use a variety of comprehension strategies to confirm understanding and self-correct	2. select and use a variety of comprehension strategies appropriate to the type of text and purpose
textual cues	3. use textual cues to construct meaning	3. use textual cues, with guidance, to construct and confirm meaning	3. use textual cues to construct and confirm meaning
cueing systems	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning, and use a dictionary, with guidance, to determine word meaning in context	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning, and use a dictionary to determine word meaning in context

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.

2.1 Use Strategies and Cues

	Grade 7	Grade 8	Grade 9
<i>Students will</i>			
prior knowledge	1. make and record connections among previous experiences, prior knowledge, and textual material	1. explain connections among previous experiences, prior knowledge, and textual material and apply this to new contexts	1. discuss connections among previous experiences, prior knowledge, and textual material
comprehension strategies	2. use comprehension strategies appropriate to the type of text and purpose and use a variety of strategies to remember ideas	2. use a variety of comprehension strategies to make sense of familiar and unfamiliar texts and to remember ideas	2. use comprehension strategies appropriate to the type of text and purpose and enhance understanding by rereading and discussing relevant passages
textual cues	3. use textual cues to construct and confirm meaning and to interpret texts	3. use textual cues to critically construct and confirm meaning and to interpret texts	3. use textual cues to construct and confirm meaning and to interpret and evaluate texts
cueing systems	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning and to interpret texts	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning and to interpret texts	4. use appropriate syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning and to interpret texts

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.

2.1 Use Strategies and Cues

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
prior knowledge	1. discuss and compare connections among diverse experiences, prior knowledge, and a variety of texts	1. analyze and explain connections among diverse experiences, prior knowledge, and a variety of texts	1. investigate connections among diverse experiences, prior knowledge, and a variety of texts
comprehension strategies	2. use comprehension strategies appropriate to the type of text and purpose and enhance understanding by rereading and discussing relevant passages	2. apply and adjust strategies for comprehending a variety of texts and use a personal repertoire of strategies to monitor interpretations	2. apply and adjust strategies for comprehending a variety of texts and determine the accuracy of interpretations when paraphrasing and summarizing ideas
textual cues	3. use textual cues and prominent organizational patterns within texts to confirm meaning and to interpret texts	3. use textual cues, prominent organizational patterns within texts, and stylistic techniques to construct and confirm meaning and to interpret texts	3. use textual cues, prominent organizational patterns within texts, and stylistic techniques to construct and confirm meaning and to interpret texts
cueing systems	4. use appropriate syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning and to interpret texts	4. select and use a variety of cueing systems to construct and confirm meaning and to interpret texts	4. select and use a variety of cueing systems to construct and confirm meaning and deepen understanding of texts

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.

2.2 Respond to Texts

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
experience various texts	1. participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions
connect self, texts, and culture	2. share personal experiences related to oral, print, visual, and multimedia texts	2. share personal experiences related to oral, print, visual, and multimedia texts	2. share personal experiences related to oral, print, visual, and multimedia texts and represent the actions of people in texts	2. share personal experiences related to oral, print, visual, and multimedia texts and identify choices that people make in texts
appreciate the artistry of texts	3. share feelings evoked by oral, print, visual, and multimedia texts	3. share feelings evoked by oral, print, visual, and multimedia texts	3. identify the moods and feelings of people in oral, print, visual, and multimedia texts	3. identify basic words that form mental images and create mood in oral, print, visual, and multimedia texts

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.

2.2 Respond to Texts

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
experience various texts	1. experience texts from a variety of genres and cultural traditions	1. experience texts from a variety of genres and cultural traditions for specific purposes	1. seek opportunities to experience texts from a variety of genres and cultural traditions
connect self, texts, and culture	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual, and multimedia texts	2. identify and describe similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual, and multimedia texts	2. relate the challenges and situations encountered in their own daily lives with those experienced by people in other times, places, and cultures as portrayed in oral, print, visual, and multimedia texts
appreciate the artistry of texts	3. identify mood evoked by oral, print, visual, and multimedia texts	3. identify descriptive and figurative language in oral, print, visual, and multimedia texts	3. identify descriptive language in oral, print, visual, and multimedia texts and discuss how it enhances the texts

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.

2.2 Respond to Texts

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
experience various texts	1. experience texts from a variety of genres and cultural traditions and state preferences	1. experience texts from a variety of genres and cultural traditions and explain preferences	1. experience texts from a variety of genres and cultural traditions and compare their own interests to those of others
connect self, texts, and culture	2. compare their own and others' understanding of people, cultural traditions, and values portrayed in oral, print, visual, and multimedia texts	2. discuss how similar ideas, people, experiences, and traditions are conveyed in various oral, print, visual, and multimedia texts	2. examine how personal experiences, community traditions, and Arabic/Canadian perspectives are presented in oral, print, visual, and multimedia texts
appreciate the artistry of texts	3. identify descriptive and figurative language in oral, print, visual, and multimedia texts and discuss how it enhances understanding of people, places, actions, and events	3. identify language and visual images that create mood and evoke emotion in oral, print, visual, and multimedia texts	3. identify and describe techniques used to create mood in oral, print, visual, and multimedia texts

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.

2.2 Respond to Texts

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
experience various texts	1. experience texts from a variety of genres and cultural traditions and compare their own interests to those of others	1. experience texts from a variety of genres and cultural traditions and explain various interpretations of the same text	1. experience a range of texts from a variety of genres and cultural traditions and consider alternative interpretations and evaluations
connect self, texts, and culture	2. compare the portrayals of people, events, or perspectives from a variety of oral, print, visual, and multimedia texts	2. compare the themes portrayed in a variety of oral, print, visual, and multimedia texts from various cultures	2. compare and contrast the themes and values portrayed in a variety of oral, print, visual, and multimedia texts from various cultures
appreciate the artistry of texts	3. explore how word choice or supporting details in oral, print, visual, and multimedia texts depict purpose and affect audience	3. examine how word choice in oral, print, visual, and multimedia texts alters and enhances mood or meaning and affects audience	3. analyze how word choice and supporting details in oral, print, visual, and multimedia texts create a composite meaning and effect

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.

2.3 Understand Forms and Techniques

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
forms and genres	1. distinguish between what is real and imaginary in oral, print, visual, and multimedia forms and texts	1. recognize different oral, print, visual, and multimedia forms and texts	1. recognize that information and ideas can be expressed in a variety of forms and texts	1. recognize the distinguishing features of a variety of forms and texts
techniques and elements	2. develop a sense of story through listening, reading, and viewing experiences	2. represent the beginning, middle, and end of oral, print, visual, and multimedia texts	2. share the beginning, middle, and end of oral, print, visual, and multimedia texts	2. identify the sequence of events, the time and place in which they occur, and the main characters in oral, print, visual, and multimedia texts
vocabulary	3. experiment with sounds, letters, words, and word patterns	3. experiment with parts of words, word combinations, and word patterns	3. explore commonalities in word families to increase vocabulary	3. use knowledge of commonalities in word families to increase vocabulary
experiment with language	4. experiment with the sounds and rhythms of the Arabic language	4. identify repetition, rhyme, and rhythm in shared language experiences	4. attend to the sounds of words, word combinations, and phrases in oral, print, visual, and multimedia texts	4. identify examples of repeated sounds and poetic effects that contribute to enjoyment and recognize simple humour in oral, print, visual, and multimedia texts
create original texts	5. imitate oral and visual texts	5. create simple oral and visual texts	5. create simple texts to communicate a personal message	5. create texts to communicate a personal message

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.

2.3 Understand Forms and Techniques

	Grade 4	Grade 5	Grade 6
<i>Students will</i>			
forms and genres	1. distinguish similarities and differences among various oral, print, visual, and multimedia forms and texts	1. compare a variety of oral, print, visual, and multimedia forms and texts	1. recognize key characteristics of various oral, print, visual, and multimedia genres
techniques and elements	2. explain connections between events and the roles of main characters in oral, print, visual, and multimedia texts	2. identify key elements, including plot, setting, and characterization, and techniques in oral, print, visual, and multimedia texts	2. examine key elements and techniques in oral, print, visual, and multimedia texts
vocabulary	3. build knowledge of word patterns	3. expand knowledge of words and word relationships, using a variety of sources	3. identify how and why word structures and meaning change, and use accurate word meaning according to context
experiment with language	4. recognize how words and word combinations influence or convey meaning, and recognize that exaggeration can be used to convey humour	4. recognize how words and word combinations influence or convey meaning, and identify ways in which exaggeration is used to convey humour	4. experiment with words and sentence patterns to create word pictures, humour, and mood
create original texts	5. create original texts to communicate and use basic forms and techniques	5. create original texts, using appropriate forms and techniques	5. create original texts, using appropriate forms and techniques, to communicate a specific message

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.

2.3 Understand Forms and Techniques

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
forms and genres	1. identify preferences for particular oral, print, visual, and multimedia forms and genres	1. recognize the appropriate use of various forms and genres according to purpose, audience, and context	1. explain preferences for particular oral, print, visual, and multimedia forms and genres
techniques and elements	2. explore techniques of plot development in oral, print, visual, and multimedia texts	2. examine techniques of plot development in oral, print, visual, and multimedia texts and explore the impact of these techniques	2. examine techniques of plot development and persuasion in oral, print, visual, and multimedia texts
vocabulary	3. explore factors that influence word families and the evolution of language	3. appreciate variations in language, accent, and dialect in communities, regions, and countries, and recognize the derivation and use of words, phrases, and jargon	3. recognize uses and abuses of slang, colloquialism, and jargon
experiment with language	4. identify surprising and playful uses of language in oral, print, visual, and multimedia texts	4. identify creative uses of language in popular culture and recognize how imagery and figures of speech create tone and mood in texts	4. examine creative uses of language in popular culture and recognize how figurative language and techniques create a dominant impression, mood, tone, or style
create original texts	5. create oral, print, visual, and multimedia texts to explore and communicate ideas	5. choose forms and genres of oral, print, visual, or multimedia texts for the particular effects they will have on audiences and purposes	5. create texts appropriate to audience and situation

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.

2.3 Understand Forms and Techniques

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
forms and genres	1. describe various oral, print, visual, and multimedia forms and genres	1. recognize unique characteristics of a variety of oral, print, visual, and multimedia forms and genres	1. understand how choice of genre and form affect audience response
techniques and elements	2. examine how plot, character, and setting contribute to an overall theme, and recognize the effectiveness of techniques used in oral, print, visual, and multimedia texts	2. analyze how plot, character, setting, and mood enhance meaning, and evaluate the effectiveness of techniques used in oral, print, visual, and multimedia texts	2. evaluate how elements and techniques are combined to achieve the artist's purpose and desired effect
vocabulary	3. discuss uses and abuses of slang, colloquialism, and jargon	3. recognize the use of archaic language and examine how word usage evolves over time	3. recognize the derivation of specialized and technical language and the role of culture and invention in word creation and usage
experiment with language	4. analyze ways in which creative uses of language express thought, emotion, and meaning, and identify how symbols are used to represent abstract ideas	4. explore ways in which creative uses of language develop a personal style, and evaluate the effectiveness of media techniques and devices	4. examine ways in which creative uses of language develop a personal style, and evaluate the effectiveness of media techniques and devices
create original texts	5. create original texts to communicate and demonstrate understanding of text forms	5. create a variety of original oral, print, visual, and multimedia texts to communicate and demonstrate understanding of forms and techniques	5. create a variety of original oral, print, visual, and multimedia texts consistent with form and appropriate to context

General Outcome 3

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

3.1 Plan and Focus

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will</i>			
personal knowledge and experience	1. demonstrate personal knowledge of a topic	1. contribute personal knowledge of a topic to gather information	1. record and share personal knowledge of a topic	1. identify and categorize personal knowledge of a topic
ask questions	2. ask basic questions to satisfy personal needs in the immediate classroom context	2. ask basic questions to satisfy personal curiosity and information needs	2. ask questions to understand a topic, and identify information needs	2. ask topic-appropriate questions and identify and communicate information needs
participate in group inquiry	3. ask and answer basic questions	3. ask and answer basic questions to help satisfy group curiosity and information needs in the classroom	3. ask and answer basic questions to help satisfy group curiosity and information needs on a specific topic	3. contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task
create and follow a plan	4. listen to and follow simple directions in the classroom context	4. actively listen to and follow directions for gathering information and ideas	4. recall and follow directions for gathering information and ideas	4. recall and follow a plan for accessing and gathering information

General Outcome 3

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

3.1 *Plan and Focus*

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
personal knowledge and experience	1. categorize personal knowledge of a topic to determine information needed	1. summarize personal knowledge of a topic to determine information needed	1. summarize and focus personal knowledge of a topic to determine information needed
ask questions	2. ask general and specific questions to identify information needs	2. formulate general and specific questions to identify information needs	2. formulate relevant questions to focus information needs
participate in group inquiry	3. identify personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research	3. share relevant personal knowledge of a selected topic to help formulate relevant questions and purposes for group inquiry or research	3. contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research
create and follow a plan	4. gather and record information and ideas, using a plan	4. select and use a plan for gathering information	4. create and follow a plan to collect and record information

General Outcome 3

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

3.1 Plan and Focus

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
personal knowledge and experience	1. examine personal knowledge of, and experiences related to, a topic to determine information needs	1. determine personal knowledge of a topic to generate possible areas of inquiry or research	1. determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
ask questions	2. formulate a variety of relevant questions on a topic to establish a purpose for seeking information	2. formulate relevant questions on a topic to establish a purpose for gathering information	2. formulate a variety of focused questions to establish a purpose for gathering information
participate in group inquiry	3. contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research	3. contribute ideas, knowledge, and questions to help identify group inquiry or research focuses and purposes	3. contribute ideas, knowledge, and questions to help establish group information needs and sources
create and follow a plan	4. use a plan to access information and ideas from a variety of sources	4. prepare and use a plan to access, gather, and record relevant information in their own words from a variety of sources	4. prepare and use a plan to access, gather, and evaluate information and ideas from a variety of sources

General Outcome 3

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

3.1 Plan and Focus

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
personal knowledge and experience	1. use their own and others' expertise on a topic to determine an inquiry or research focus	1. reflect on their own and others' expertise and information to identify topic interests, depth of knowledge, and information needs for inquiry or research	1. reflect on and compare their own and others' understanding and knowledge to determine topic interests, gaps in knowledge, and inquiry or research objectives
ask questions	2. develop focused inquiry or research questions to anticipate personal and audience needs on a topic	2. formulate and adjust inquiry or research questions to focus a topic and purpose	2. develop effective, focused inquiry or research questions
participate in group inquiry	3. collaborate to identify group knowledge base and determine an inquiry or research topic focus	3. collaborate to determine their own and the group's knowledge base and to determine an inquiry or research topic focus	3. collaborate to determine their own knowledge base and that of others, and determine an inquiry or research topic focus
create and follow a plan	4. prepare, use, and adjust an inquiry or research plan as needed to access relevant information and ideas independently, using a variety of methods	4. prepare, use, and revise an inquiry or research plan; and independently locate, access, and record relevant information from a variety of sources	4. prepare, use, and revise an inquiry or research plan; and independently locate, access, evaluate, and select relevant information from a variety of sources

General Outcome 3

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

3.2 *Select and Process*

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
identify personal and peer knowledge	1. identify themselves and others as sources of information	1. identify and share basic personal knowledge related to experiences	1. participate in group discussion to generate information on a topic and to identify sources of additional information	1. record and share personal knowledge of a topic
identify sources	2. seek information from others in the classroom context	2. seek information from sources in the classroom context	2. use oral, print, visual, and multimedia texts to answer simple questions	2. access information using a variety of sources
evaluate sources	3. recognize when information provided answers their own questions or needs	3. recognize when information answers the questions asked	3. compare gathered ideas and information to personal knowledge	3. match information to inquiry or research needs
access information	4. use visual and auditory cues to understand ideas and information	4. use visual and auditory cues to make meaning and understand that there is a specific organizational system for library materials	4. use the specific library organizational system to locate information and ideas, use titles and pictures to locate information, and use visual and auditory cues to make meaning	4. use knowledge of visual and auditory cues and research methods to locate and gather information and ideas
make sense of information	5. use prior knowledge to make sense of information	5. use prior and new knowledge to make sense of information	5. make connections among prior knowledge, ideas and information, and oral, print, visual, and multimedia text features	5. make connections among prior knowledge, ideas and information, and oral, print, visual, and multimedia text features

General Outcome 3

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

3.2 *Select and Process*

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
identify personal and peer knowledge	1. record and share personal knowledge of a topic to focus inquiry or research	1. record, select, and share personal knowledge of a topic to focus inquiry or research	1. record personal knowledge of a topic and collaborate to generate information for inquiry or research
identify sources	2. use a variety of sources to access information	2. select a variety of sources to access information	2. answer inquiry or research questions using a selected variety of information sources
evaluate sources	3. review information to determine its relevance to inquiry or research needs	3. review information to determine its usefulness to inquiry or research needs	3. review information to determine its appropriateness in meeting inquiry or research needs
access information	4. use knowledge of a variety of visual and auditory cues and organizational devices to locate and gather information and ideas	4. use a variety of tools to access information and ideas and use visual and auditory cues to identify important information	4. use a variety of tools to access information and ideas and use visual and auditory cues to gather important information
make sense of information	5. determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues	5. recognize organizational patterns of oral, print, visual, and multimedia texts to gather ideas and information, and skim, scan, and listen for key words and phrases	5. use organizational patterns of oral, print, visual, and multimedia texts to construct meaning, and skim, scan, and read closely to gather information

General Outcome 3

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

3.2 *Select and Process*

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
identify personal and peer knowledge	1. select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research	1. access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research	1. access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research
identify sources	2. develop and answer inquiry and research questions, using a variety of information sources	2. distinguish between fact and opinion when inquiring or researching, using a variety of information sources	2. obtain information and varied perspectives when inquiring or researching, using a range of information sources
evaluate sources	3. use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions	3. develop and use criteria, with guidance, for evaluating information sources for a particular inquiry or research plan	3. evaluate information sources for possible bias, using criteria designed for a particular inquiry or research plan
access information	4. expand and use a repertoire of skills to access information and ideas from a variety of sources	4. recall, expand, and use a variety of skills to access information and ideas from a variety of sources	4. apply a variety of skills to access information and ideas from a variety of sources
make sense of information	5. use organizational patterns of oral, print, visual, and multimedia texts to construct meaning, and skim, scan, and read closely to gather information	5. determine literal and implied meanings of oral, print, visual, and multimedia texts, using a variety of strategies and cues, and adjust their rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text	5. identify a variety of factors that affect meaning; scan to locate specific information quickly; and summarize, report, and record main ideas of extended 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.

3.2 *Select and Process*

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
identify personal and peer knowledge	1. access, record, and appraise personal expertise on an inquiry or research topic and initiate inquiry or research, using pre-established criteria	1. access, record, and appraise personal expertise on an inquiry or research topic and focus inquiry or research according to pre-established organization of a project	1. identify personal knowledge of a topic and design projects to generate additional knowledge and ideas
identify sources	2. identify a range of information sources to satisfy inquiry or research needs	2. identify a range of information sources on an inquiry or research topic	2. identify a range of forms of information sources to satisfy information needs
evaluate sources	3. evaluate the quality of information sources and perspectives for a particular inquiry or research plan	3. evaluate the reliability and credibility of information sources	3. evaluate potential information sources for breadth, depth, reliability, and accessibility
access information	4. develop a variety of skills to access information and ideas from a variety of sources	4. use a combination of information retrieval knowledge and skills for particular topics and purposes and independently expand and use a variety of skills to access information and ideas from a variety of sources	4. use information retrieval knowledge and skills to access and make sense of information, and create personalized strategies to accomplish a task based on time available and depth of topic
make sense of information	5. identify and use a variety of factors that affect meaning, and use effective listening, reading, and viewing techniques	5. identify and analyze a variety of factors that affect meaning; skim and scan for required information; and use effective listening, reading, and viewing techniques	5. identify and analyze a variety of factors that affect meaning, and listen, read, and view actively for themes, main ideas, and supporting details of speakers and writers

General Outcome 3

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

3.3 Organize, Record, and Assess

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
organize information	1. categorize objects and visuals according to similarities and differences	1. identify and categorize information according to similarities, differences, and sequences	1. categorize related information and ideas, using a variety of strategies	1. organize and explain information and ideas, using a variety of strategies
record information	2. represent and share information and ideas	2. represent and tell key facts and ideas in visual form or with words	2. record key facts and ideas and identify titles and writers of sources	2. record key facts and ideas in their own words and list authors and titles of sources
evaluate information	3. share information	3. share information gathered on a specific topic	3. use gathered information as a basis for communication	3. examine gathered information to decide what information to share or omit
develop new understanding	4. participate in information-gathering experiences	4. recall, share, and record information-gathering experiences in visual or text form	4. recall, discuss, and record information-gathering experiences	4. use gathered information to review and add to knowledge

General Outcome 3

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

3.3 Organize, Record, and Assess

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
organize information	1. organize information and ideas in logical sequences, using a variety of strategies	1. organize information and ideas into categories, using a variety of strategies	1. organize information and ideas, using a variety of strategies and techniques
record information	2. record facts and ideas, using a variety of strategies, and list authors and titles of sources	2. make notes of key words, phrases, and images by subtopics and cite authors and titles of sources appropriately	2. record information in their own words, cite authors and titles appropriately, and provide publication dates of sources
evaluate information	3. examine collected information to identify aspects of a topic that need more information	3. recognize gaps in the information gathered and locate additional information	3. recognize gaps in the information gathered and locate additional information needed for a particular purpose
develop new understanding	4. use gathered information and questions to review and add to knowledge and consider new questions regarding the research process and content	4. determine information needed during the inquiry or research process and discuss and assess inquiry or research experiences and skills	4. assess knowledge gained through the inquiry or research process

General Outcome 3

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

3.3 Organize, Record, and Assess

	Grade 7	Grade 8	Grade 9
<i>Students will</i>			
organize information	1. organize information and ideas in order of priority according to topic and task requirements	1. organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose	1. organize information and ideas by developing and selecting appropriate categories and organizational structures
record information	2. make notes in point form, summarizing major ideas and supporting details, and reference sources	2. make notes, using headings and subheadings or graphic organizers appropriate to a topic, and reference sources	2. summarize and record information in their own words by paraphrasing and/or by quoting relevant facts and opinions, and reference sources
evaluate information	3. recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	3. assess the appropriateness of the amount and quality of information collected and recognize and address information gaps for particular forms, audiences, and purposes	3. distinguish between main and supporting information to evaluate usefulness, relevance, and completeness, and address information gaps for particular forms, audiences, and purposes
develop new understanding	4. assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research	4. organize new information and connect it to prior knowledge, and reflect on the impact of new information on the inquiry or research process	4. reflect on new knowledge and its value to themselves and determine personal inquiry and research strengths

General Outcome 3

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

3.3 Organize, Record, and Assess

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
organize information	1. organize and reorganize information and ideas in a variety of forms for different purposes	1. develop flexibility and independence in organizing information and ideas, using a variety of strategies	1. organize information and ideas according to topic, purpose, form of presentation, and final product
record information	2. record information and ideas, using a variety of organizational structures appropriate to purpose, and reference sources	2. record and summarize facts and information from a variety of sources and reference these sources	2. record and summarize information and perspectives from a variety of sources and presentation forms
evaluate information	3. evaluate collected information for completeness, accuracy, relevance, and effectiveness and address information gaps for particular forms, audiences, and purposes	3. evaluate collected information for completeness, accuracy, currency, and relevance for particular forms, audiences, and purposes	3. evaluate collected information for completeness, accuracy, currency, relevance, and effectiveness for particular forms, audiences, and purposes
develop new understanding	4. integrate new information with prior knowledge to form new ideas, and examine implications of inquiry or research methods and conclusions	4. synthesize a variety of perspectives and consider alternative methods of reaching inquiry or research goals	4. evaluate the contribution of new information to their personal knowledge base and self-assess their inquiry, research, authoring, and presentation skills

General Outcome 4

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

4.1 *Generate and Focus*

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will</i>			
generate ideas	1. share or demonstrate ideas from personal experiences	1. contribute ideas from personal experiences for oral, print, visual, and multimedia texts	1. generate and contribute, with support, simple ideas on particular topics for oral, print, visual, and multimedia texts	1. generate and contribute ideas on particular topics for oral, print, visual, and multimedia texts
choose text forms	2. participate in shared oral, print, visual, and multimedia experiences	2. share ideas and experiences, using simple text forms in the classroom context	2. share ideas and experiences, using various text forms for particular audiences	2. use a variety of text forms for particular audiences and purposes
organize ideas	3. recognize that ideas expressed in oral language can be represented and recorded	3. organize visuals and familiar print to express ideas and tell stories	3. organize visuals and print to express ideas and tell stories	3. order ideas to create a beginning, middle, and end in their own oral, print, visual, and multimedia texts

General Outcome 4

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

4.1 *Generate and Focus*

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
generate ideas	1. generate and contribute ideas on particular topics for oral, print, visual, and multimedia texts	1. generate ideas and focus on a particular topic for oral, print, visual, and multimedia texts, using some strategies	1. generate ideas and focus on a topic for oral, print, visual, and multimedia texts, using a variety of strategies
choose text forms	2. use a variety of text forms for a particular audience and purpose	2. use a variety of text forms for a particular audience and purpose	2. compare a variety of text forms for particular audiences and purposes
organize ideas	3. develop and arrange ideas in their own oral, print, visual, and multimedia texts, using organizers	3. develop and arrange ideas in their own oral, print, visual, and multimedia texts, using a variety of organizers	3. use listening, reading, and viewing experiences as models for organizing ideas in their own oral, print, visual, and multimedia texts

General Outcome 4

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

4.1 *Generate and Focus*

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
generate ideas	1. experiment with various ways to generate ideas and focus a topic	1. consider form and audience when generating ideas and focusing a topic	1. use a variety of techniques to generate and select ideas for oral, print, visual, and multimedia texts
choose text forms	2. select and use specific text forms that serve various audiences and purposes	2. select and use specific text forms to match content, audience, and purpose	2. analyze specific text forms to match content, audience, and purpose
organize ideas	3. identify and use appropriate organizational patterns in their own oral, print, visual, and multimedia texts	3. identify and use a variety of organizational patterns in their own oral, print, visual, and multimedia texts and compose effective introductions and conclusions	3. identify and use a variety of organizational patterns in their own oral, print, visual, and multimedia texts and use effective transitions

General Outcome 4

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

4.1 *Generate and Focus*

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
generate ideas	1. synthesize ideas from personal experiences and other sources to focus a topic	1. generate, evaluate, and select ideas to achieve personal communication purposes and choose a form appropriate to audience and purpose	1. consider personal needs, topic, purpose, and audience when generating ideas
choose text forms	2. use a variety of text forms to match content, audience, and purpose	2. use and adapt a variety of text forms to match content, audience, and purpose	2. use a variety of text forms appropriate to identified content, audience, and purpose
organize ideas	3. experiment with more than one organizational structure for their own oral, print, visual, and multimedia texts	3. use organizational structures and techniques encountered in listening, reading, and viewing experiences to enhance their own oral, print, visual, and multimedia texts	3. effectively organize oral, print, visual, and multimedia texts to achieve purposes

General Outcome 4

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

4.2 Enhance and Improve

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
appreciate own and others' work	1. participate in the sharing of their own and others' creations	1. talk about their own and others' creations, using basic, common expressions	1. talk about their own and others' creations, using common expressions	1. share their own stories and creations with peers and respond to basic questions or comments
revise content	2. express lack of understanding	2. ask basic questions to clarify meaning	2. ask questions to clarify meaning	2. retell to clarify ideas
enhance legibility	3. trace and copy letters and recognize letter keys on a keyboard	3. form recognizable letters and use letters and basic keys on a keyboard	3. strive for consistency in letter size and shape, write letters in the correct direction, and explore and use a keyboard to produce text	3. write legibly, developing a personal style, and space words appropriately
enhance artistry	4. use familiar words to describe ideas	4. experiment with familiar words and simple sentence patterns	4. experiment with words and simple sentence patterns	4. experiment with words and simple sentence patterns to communicate ideas
enhance presentation	5. use visuals to express ideas, feelings, and information	5. use familiar words with visuals to express ideas, feelings, and information	5. combine illustrations and simple written texts to express ideas, feelings, and information	5. combine illustrations and written texts to express ideas, feelings, and information

General Outcome 4

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

4.2 Enhance and Improve

	Grade 4	Grade 5	Grade 6
<i>Students will</i>			
appreciate own and others' work	1. share their own stories and creations in various ways and obtain feedback from others	1. share their own stories and creations in various ways and give support and offer feedback to peers	1. share, with peers, their own stories and creations in various ways and give support and offer feedback to peers using pre-established criteria
revise content	2. revise to focus on main ideas and relevant information	2. revise to create an interesting impression and check for sequence of ideas	2. revise for content, organization, and clarity
enhance legibility	3. write legibly, using a handwriting style that is consistent in alignment, shape, and spacing, and experiment with the use of templates and familiar software when composing and revising	3. write legibly and use word processing when composing and revising	3. write legibly and at a pace appropriate to context and purpose when composing and revising, and select and use a variety of design elements, like spacing, graphics, titles, and headings, when appropriate
enhance artistry	4. select from a range of word choices and use simple sentence patterns to communicate ideas and information	4. choose descriptive language and sentence patterns to clarify and enhance ideas	4. choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas
enhance presentation	5. prepare neat and organized compositions, reports, and charts that engage the audience	5. prepare organized compositions and reports, using visuals (or other forms such as graphs, charts, diagrams, multimedia, photos, slide shows) that engage the audience	5. prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

General Outcome 4

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

4.2 Enhance and Improve

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
appreciate own and others' work	1. share their own work in a variety of ways and appraise particular aspects of their own and others' work using pre-established criteria	1. share and discuss particular qualities of samples from their own collection of work and accept and provide constructive suggestions for revising their own and others' work	1. share their own work in a variety of ways, appraise their own and others' work using appropriate criteria, and suggest revisions to their own and others' work, using a variety of strategies
revise content	2. revise to create effective sentences that convey content clearly	2. revise to enhance meaning and effect according to audience and purpose	2. review a previous draft and revise to refine communication and enhance self-expression
enhance legibility	3. determine the appropriateness of handwriting or current technology for a particular task when composing and revising, and combine print and visuals when desktop publishing	3. format for legibility and emphasis when composing and revising, and enhance the coherence of documents, using electronic editing functions	3. format for legibility, use current technology effectively and efficiently when composing and revising, and use electronic design elements to combine print and visuals
enhance artistry	4. select words for appropriate connotations and use varied sentence lengths and structures	4. identify figures of speech and select appropriate words and sentence patterns during revision to enhance clarity and artistry	4. experiment with figures of speech and select appropriate words and sentence patterns during revision to enhance clarity and artistry
enhance presentation	5. prepare compositions, reports, and inquiry or research projects, using a variety of pre-established organizers	5. prepare compositions, reports, presentations, and inquiry or research projects, using a variety of organizers	5. prepare compositions, presentations, reports, essays, and inquiry or research projects with adequate detail and meaningful organization

General Outcome 4

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

4.2 Enhance and Improve

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
appreciate own and others' work	1. share their own work in a variety of forums and appraise their own work and respond to others' work, using pre-established criteria	1. share their own work in a variety of forums and respond to and appraise their own and others' ideas, language use, and forms relative to purpose and audience	1. share their own work in a variety of forums and respond to and appraise the effectiveness of their own and others' work
revise content	2. create a dominant impression and recognize a variety of communication styles appropriate in both public and personal contexts	2. use words that are precise, use vivid adjectives and adverbs, and experiment with figurative language	2. apply communication styles for a variety of purposes and use precise and appropriate language in context
enhance legibility	3. use current technology to adapt, combine, and create presentations	3. use a combination of technological and non-technological forms to create multimedia presentations and/or documents	3. use a combination of technological and non-technological forms to create and publish multimedia presentations
enhance artistry	4. analyze drafts and revise them to enhance clarity of expression	4. analyze drafts and revise them to ensure coherence and unity	4. analyze drafts and revise them to ensure unity, emphasis, and coherence
enhance presentation	5. design compositions, presentations, reports, essays, and inquiry or research projects with adequate detail and effective organization	5. use a variety of styles and formats for compositions, presentations, reports, essays, and inquiry or research projects, and use resources to support and enhance description	5. use logical and persuasive language and incorporate information into a variety of forms and styles for effective, creative expression of ideas, feelings, and information

General Outcome 4

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

4.3 Attend to Conventions

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
grammar and usage	1. check for completeness of work, with guidance	1. check for completeness of work and add details, with guidance	1. check for completeness of work and add details, with guidance	1. edit for complete sentences, with guidance
spelling	2. connect sounds with letters	2. spell familiar words	2. spell familiar words, using basic strategies and resources	2. spell familiar words, using a variety of strategies and resources
writing conventions	3. recognize some basic writing conventions and direction of print	3. initiate simple writing conventions	3. use basic writing conventions	3. use basic writing conventions when editing and proofreading

General Outcome 4

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

4.3 Attend to Conventions

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
grammar and usage	1. edit for complete sentences and to eliminate unnecessary repetition of words	1. edit for complete and correct sentences	1. edit to eliminate sentence fragments and run-on sentences
spelling	2. identify spelling conventions, using a variety of strategies and resources, and spelling patterns when editing and proofreading	2. practise spelling conventions, using a variety of spelling patterns when editing and proofreading, and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness	2. apply spelling conventions, using appropriate strategies and patterns when editing and proofreading, and use a variety of resources to determine the spelling of common exceptions
writing conventions	3. use basic writing conventions correctly when editing and proofreading	3. use writing conventions and apply these conventions when editing and proofreading	3. apply writing conventions in sentences, titles, headings, salutations, and addresses when editing and proofreading

General Outcome 4

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

4.3 Attend to Conventions

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
grammar and usage	1. edit for basic grammatical accuracy	1. edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas	1. edit for basic grammatical accuracy, sentence variety, word choice, and tone appropriate to audience and purpose
spelling	2. know spelling conventions and apply them to familiar words, and use appropriate resources when editing and proofreading	2. know spelling conventions and apply them to familiar and unfamiliar words, and use appropriate resources when editing and proofreading	2. know and apply a repertoire of spelling conventions and use a variety of resources when editing and proofreading
writing conventions	3. know and apply writing conventions to simple, compound, and complex sentences when editing and proofreading	3. know and apply writing conventions consistently to a variety of sentence structures and written forms when editing and proofreading	3. know and apply writing conventions, such as using headings, subheadings, dialogues, quotations, footnotes, endnotes, bibliography, and references, when editing and proofreading

General Outcome 4

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

4.3 Attend to Conventions

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
grammar and usage	1. edit for basic grammatical accuracy, appropriate tone, and emphasis for the intended audience and purpose	1. proofread for errors in language usage and grammar	1. adjust grammatical structures to ensure clarity and achieve the desired style and form
spelling	2. know and apply spelling conventions consistently and monitor for correctness when editing and proofreading, using appropriate resources	2. know and apply spelling conventions consistently when editing and proofreading and manipulate vocabulary and spelling conventions for stylistic effect	2. revise text when editing and proofreading and manipulate vocabulary and spelling conventions for stylistic effect
writing conventions	3. know and apply writing conventions in footnotes, endnotes, references, and bibliographies	3. know and apply writing conventions for effect when editing and proofreading	3. apply writing conventions for stylistic effect to enhance the clarity and artistry of written text

General Outcome 4

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

4.4 Present and Share

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
share ideas and information	1. use illustrations and other materials to share information and ideas	1. use familiar words and ideas to give a brief presentation to a familiar audience	1. share information and ideas on a topic with a familiar audience	1. share information and ideas on a topic with a familiar audience and clarify information by responding to questions
effective oral and visual communication	2. express and represent ideas through various media and forms	2. share information and ideas with a group	2. present information and ideas	2. present information and ideas in an appropriate form
attentive listening and viewing	3. develop listening and viewing behaviours	3. demonstrate active listening and viewing behaviours	3. demonstrate attentive audience behaviours	3. demonstrate appropriate audience behaviours

General Outcome 4

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

4.4 Present and Share

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
share ideas and information	1. present information and ideas on a topic to engage a familiar audience	1. prepare and share information on a topic to engage and inform a familiar audience	1. prepare and share information on a topic to engage a specific audience
effective oral and visual communication	2. describe and explain information and ideas to a particular audience and select and use appropriate volume, intonation, and non-verbal cues	2. use gestures and facial expression to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention	2. use appropriate volume, phrasing, intonation, non-verbal cues, and presentation space to enhance communication
attentive listening and viewing	3. demonstrate appropriate audience behaviours	3. show respect for the presenter through active listening and viewing behaviours	3. identify and demonstrate active listening and viewing behaviours and show respect for the presenter

General Outcome 4

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

4.4 *Present and Share*

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
share ideas and information	1. facilitate small-group activities and short, whole-class sessions to share information on a topic, using pre-established active learning strategies	1. plan and facilitate small-group activities and short, whole-class sessions to share information on a topic, using a variety of engaging methods	1. plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic
effective oral and visual communication	2. present short oral presentations and reports, using verbal and non-verbal cues to focus audience attention, and project emotion appropriate to the subject and point of view	2. explain, share, and present orally, using conventions of public speaking in a variety of settings, and use visual aids to enhance the effectiveness of oral presentations	2. choose vocabulary, voice-production factors, and non-verbal cues to communicate effectively to a variety of audiences and use a variety of media and display techniques to enhance the effectiveness of oral presentations
attentive listening and viewing	3. select and demonstrate critical listening and viewing behaviours and show respect for the presenter	3. apply critical listening and viewing behaviours	3. apply and explain critical listening and viewing behaviours

General Outcome 4

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

4.4 Present and Share

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
share ideas and information	1. facilitate sessions on particular topics, using a variety of techniques	1. plan and present sessions on particular topics, using a variety of techniques	1. organize and facilitate class sessions on specific topics, using various strategies
effective oral and visual communication	2. communicate meaning, emphasis, and mood effectively and organize language for specific purposes, audiences, and occasions	2. use voice-production factors and non-verbal cues to communicate meaning, mood, and interest; use tone and tempo for dramatic effect; give prepared talks from notes or memory; participate effectively in interviews; and participate in personal and public communication	2. select, adapt, and shape language and presentation formats appropriate to specific subjects, purposes, audiences, and occasions
attentive listening and viewing	3. examine and apply critical listening and viewing behaviours	3. analyze and apply critical listening and viewing behaviours	3. maximize critical listening and viewing behaviours

General Outcome 5

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

5.1 *Develop and Celebrate Community*

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
share and compare responses	1. represent and draw stories about themselves and their families	1. tell and draw about themselves and their families	1. tell, draw, and write about themselves and their families	1. tell, draw, and write about themselves, their families, and their community
relate texts to culture	2. listen actively to stories and demonstrate curiosity	2. listen to stories from oral, print, visual, and multimedia texts from various communities	2. explore similarities among stories from oral, print, visual, and multimedia texts from various communities	2. examine ideas within stories from oral, print, visual, and multimedia texts from various communities
appreciate diversity	3. connect aspects of stories to personal feelings and experiences	3. connect some aspects of stories and characters to personal feelings and experiences	3. connect various aspects of stories and characters to personal feelings and experiences	3. connect situations portrayed in oral, print, visual, and multimedia texts to personal experiences
celebrate special occasions	4. contribute to group stories, using rhymes, rhythms, symbols, pictures, and drama to create and celebrate	4. share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs	4. participate in shared language experiences to celebrate individual and class achievements	4. acknowledge and celebrate individual and class achievements

General Outcome 5

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

5.1 *Develop and Celebrate Community*

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
share and compare responses	1. understand relationships between their own and others' ideas and experiences	1. acknowledge differing responses to common experiences	1. compare personal ways of responding and thinking with those of others
relate texts to culture	2. discuss ideas within stories from oral, print, visual, and multimedia texts from various communities	2. discuss ideas, events, and figures within stories from oral, print, visual, and multimedia texts from various communities	2. explore cultural representations in oral, print, visual, and multimedia texts from various communities
appreciate diversity	3. connect actions and behaviours of individuals in oral, print, visual, and multimedia texts to personal experiences	3. connect the ways individuals are portrayed in oral, print, visual, and multimedia texts to personal experience	3. connect the choices made by individuals in oral, print, visual, and multimedia texts to personal experiences
celebrate special occasions	4. use appropriate language when participating in classroom and school activities	4. select and use language to recognize and honour people and events	4. select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

General Outcome 5

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

5.1 *Develop and Celebrate Community*

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
share and compare responses	1. build confidence when expressing and sharing thoughts, ideas, and feelings	1. express personal reactions to a variety of experiences and texts and acknowledge the reactions of others	1. recognize that differing perspectives and unique reactions enrich understanding
relate texts to culture	2. explain ways in which oral, print, visual, and multimedia texts reflect topics and themes in life	2. compare ways in which oral, print, visual, and multimedia texts from a variety of cultures explore similar ideas	2. recognize ways in which oral, print, visual, and multimedia texts capture specific elements of a culture or period in history
appreciate diversity	3. interpret the choices and motives of individuals encountered in oral, print, visual, and multimedia texts and examine how these choices and motives relate to their own and those of others	3. compare the choices and behaviours of individuals presented in oral, print, visual, and multimedia texts with personal choices, values, and behaviours	3. reflect on ways in which the choices and motives of individuals encountered in oral, print, visual, and multimedia texts provide insight into their own choices and motives and those of others
celebrate special occasions	4. use appropriate language to participate in public events, occasions, or traditions	4. explore and experiment with various ways in which language is used across cultures, age groups, and genders to honour and celebrate people and events	4. contribute in celebrating special events and recognize the significance of language

General Outcome 5

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

5.1 *Develop and Celebrate Community*

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
share and compare responses	1. recognize and act upon the importance of respecting evidence, truth, and the views of others when discussing, describing, or recording experiences	1. reflect on the importance of respecting evidence, truth, and the views of others when discussing, describing, or recording experiences	1. evaluate the importance of respecting evidence, truth, and the views of others when discussing, describing, or recording experiences
relate texts to culture	2. recognize and discuss ways in which oral, print, visual, and multimedia texts reflect cultural and attitudinal influences	2. recognize and discuss the impact of historical setting, culture, and literary tradition on a variety of oral, print, visual, and multimedia texts	2. analyze ways in which cultural and social experiences shape personal responses to oral, print, visual, and multimedia texts
appreciate diversity	3. analyze the role of language and oral, print, visual, and multimedia texts in revealing and explaining the human condition	3. analyze how language and oral, print, visual, and multimedia texts define personal roles and experiences	3. analyze how language and oral, print, visual, and multimedia texts reflect and affect the human condition
celebrate special occasions	4. develop language suitable to mark special events and occasions and recognize that language performs a symbolic and ceremonial function	4. recognize the influence of language and use it to signify the importance of special events that celebrate human experiences	4. analyze how language reflects and shapes human experiences

General Outcome 5

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

5.2 *Encourage, Support, and Work with Others*

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will</i>			
cooperate with others	1. participate in group activities	1. work in partnerships and groups	1. cooperate in small groups	1. cooperate in a variety of partnership and group structures
work in groups	2. show attentiveness in group activities	2. take turns sharing information and ideas	2. contribute related ideas and information in whole-class and small-group activities	2. ask others for their ideas and express interest in their contributions
use language to show respect	3. recognize variations in language use in the school context	3. show consideration for those whose ideas, abilities, and language use differ from their own	3. recognize that individuals adjust language use for different situations	3. adjust their own language use for different situations
evaluate group process	4. help others and ask others for help	4. find ways to be helpful to others	4. acknowledge achievements of others	4. explain how class members help each other

General Outcome 5

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

5.2 *Encourage, Support, and Work with Others*

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
cooperate with others	1. appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly	1. distinguish between on-task and off-task ideas and behaviours in a group and stay on task	1. assist group members to maintain focus and complete tasks
work in groups	2. take roles and share responsibilities as group members	2. assume the responsibilities for various group roles	2. select and assume roles to assist in the achievement of group goals
use language to show respect	3. appreciate variations in language use in a variety of contexts in the immediate community	3. demonstrate sensitivity to appropriate language use when communicating orally	3. demonstrate sensitivity to appropriate language use and tone when communicating orally
evaluate group process	4. show appreciation and offer constructive feedback to peers, and seek support from group members	4. assess group process, using checklists, and determine areas for development	4. assess their own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists

General Outcome 5

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

5.2 Encourage, Support, and Work with Others

	Grade 7	Grade 8	Grade 9
<i>Students will</i>			
cooperate with others	1. contribute to group efforts to reach consensus or conclusions	1. engage in dialogue to distinguish the feelings and viewpoints of others and contribute to group harmony	1. recognize the importance of effective communication in working with others
work in groups	2. select and assume roles to assist in the achievement of group goals and present group conclusions or findings to classmates	2. plan, organize, and participate in presentations of group findings	2. organize and complete tasks cooperatively
use language to show respect	3. use diverse language, ideas, texts, and traditions and recognize their own contributions and those of peers and the wider community	3. recognize and value other people's language, history, and culture	3. use inclusive language and actions that support people across races, cultures, genders, ages, and abilities
evaluate group process	4. evaluate group process and personal contributions, according to pre-established criteria	4. evaluate the quality of their own contributions to group process and set goals and plans for development	4. establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

General Outcome 5

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

5.2 Encourage, Support, and Work with Others

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
cooperate with others	1. make and encourage contributions that advance a group's ideas or thinking	1. build and maintain cooperative relationships with others and engage in peer coaching	1. show flexibility in working with others, engage in self-initiated peer-learning situations, and recognize the merits and limitations of group work
work in groups	2. present group ideas and findings effectively to unfamiliar audiences	2. demonstrate facility in functioning as both a group member and a group leader	2. explain differences in roles between group leader and group member in a variety of situations
use language to show respect	3. use communication that supports balanced, fair, and accurate portrayals of people across races, cultures, genders, ages, and abilities	3. support group members in addressing exploitative or discriminatory situations and explore and value diverse perspectives	3. recognize and monitor their personal role in creating and sustaining a positive learning community
evaluate group process	4. identify areas where others may require support and monitor their own ability to provide needed support	4. monitor and assess personal efforts and products regularly within a group context	4. show accountability as an individual and as a group member

LANGUAGE ARTS

Specific Language Component

The Specific Language Component provides the linguistic elements of the Arabic language that students are expected to acquire in the various grades/courses. The linguistic elements that are addressed include the sound–symbol system, lexicon, grammatical elements, mechanical features, and discourse features. The Specific Language Component also provides descriptors of proficiency for each grade/course in the areas of listening, speaking, reading, writing, viewing, and representing, as well as outcomes to support sociocultural/sociolinguistic competence and strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need in order to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings—language learning strategies, language use strategies, and general learning strategies. Each of the strands under these cluster headings deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade/course. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific

strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Sample List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story, or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of Arabic and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Arabic or in your own language
- find information by using reference materials like dictionaries, textbooks, and grammars
- use available technological aids to support language learning; e.g., computers

- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- use cues given by the teacher to determine the appropriate tone for a specific word

Metacognitive

- check copied writing for accuracy
- make choices about how to learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- plan in advance how to approach a language learning task
- reflect on the listening, reading, and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more that are particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may make it possible to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in patterned reading experiences
- seek the assistance of others, such as teachers, parents, or friends, to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, noting their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions that occur in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and to get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive

- use words from your first language to get your meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Arabic
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *أسف / آسفة، لم أفهم*, raised eyebrows, blank look
- ask for clarification or repetition when you do not understand; e.g., *ماذا تقصد/تقصدین بـ ... ، هل من الممكن إعادة ذلك من فضلك؟*
- use other speakers' words in subsequent conversations

- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g.,
ما أحاول أن أقوله هو ...
- use a simple word similar to the concept to convey and invite correction; e.g., سمك for سمك التوت
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., هل يمكننا قول ذلك؟
- use a range of fillers, hesitation devices, and gambits to sustain conversations; e.g.,
ماذا كنت أقول؟ حسناً، في الحقيقة،
- use circumlocution to compensate for lack of vocabulary; e.g., الشيء الذي يستخدم لنعلق عليه،
شماعة/علاقة for الملابس
- repeat part of what someone has said to confirm mutual understanding; e.g.,
إذن ما تود أن تقول هو أن...
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., هل ما أقوله واضح؟
- use suitable phrases to intervene in a discussion; e.g., بمناسبة الحديث عن...
- self-correct if errors lead to misunderstandings; e.g., ... ما أقصد أن أقول هو أن ...

Interpretive

- use gestures, intonation, and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues

- prepare questions or a guide to note down information found in a text
- use key content words or discourse features to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing, or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, or rhymes
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals, and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests

- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your own work
- work with others to monitor your learning
- take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome

The following general outcome outlines the key learnings that the Specific Language Component is designed to support.

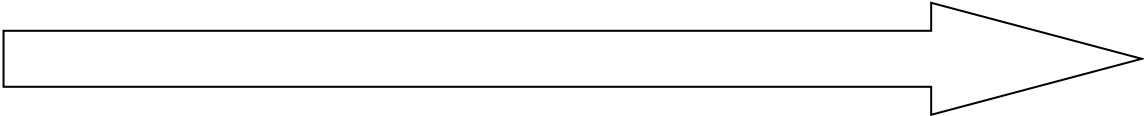
General Outcome 6

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.

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

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
sound–symbol system	1. listen to, identify, and begin to produce basic sounds of the Arabic language	1. listen to, identify, and produce basic sounds of the Arabic language and connect sounds to the appropriate symbols	1. competently use, orally and in writing, the Arabic alphabet	1. accurately use the Arabic alphabet, orally and in writing
lexicon	2. repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment	2. use simple vocabulary and expressions in daily situations	2. use vocabulary and expressions in a variety of contexts in the classroom and school environment	2. use vocabulary and expressions appropriately in various situations in the classroom and school environment
grammatical elements	3. (see following pages)	3. (see following pages)	3. (see following pages)	3. (see following pages)
				
mechanical features	4. copy simple, basic mechanical features	4. imitate and experiment with basic mechanical features	4. imitate and experiment with basic mechanical features	4. experiment with and use basic mechanical features
discourse features	5. imitate simple, basic discourse features in oral interactions in the immediate learning environment	5. imitate and experiment with basic discourse features of the Arabic language in oral interactions in the immediate learning environment	5. experiment with and use basic discourse features in oral and print texts	5. experiment with and use basic discourse features in oral, print, and visual texts

6.1 Linguistic Elements (continued)

	Kindergarten	Grade 1	Grade 2	Grade 3
grammatical elements	<i>Students will</i> a. use, in modelled situations, ¹ the following grammatical elements:			
	nouns الأسماء	short vowels/markers الحركات	verbs الأفعال	subject pronouns الضمائر الشخصية
	long vowels أحرف العلة	long vowels أحرف العلة	<i>Tanween</i> (various forms) التنوين	demonstratives أسماء الإشارة
short vowels/ markers الحركات	gender cases (he/she) المؤنث و المذكر هو/ هي	singular, plural, dual مفرد، جمع، مثنى	antonyms, synonyms المضاد و المرادفات	
verbs الأفعال	definite article ال التعريف	possessive pronouns (second person) ضمائر ملكية – المخاطب	interrogatives أدوات الإستفهام	
gender cases المؤنث و المذكر	joint/attached pronouns الضمائر المتصلة في محل رفع ، نصب ، جر	prepositions حروف الجر	plural masculine regular جمع المذكر السالم	
	b. use, in structured situations, ² the following grammatical elements:			
	nouns الاسم	short vowels/markers الحركات	verbs الأفعال	
	long vowels أحرف العلة	long vowels أحرف العلة	<i>Tanween</i> (various forms) التنوين	
	short vowels/markers الحركات	gender cases (he/she) المؤنث و المذكر هو/ هي	singular, plural, dual مفرد، جمع، مثنى	
	verbs الأفعال	definite article ال التعريف	joint/attached pronouns الضمائر المتصلة في محل رفع ، نصب ، جر	
	gender cases المؤنث و المذكر	joint/attached pronouns الضمائر المتصلة في محل رفع ، نصب ، جر	prepositions حروف الجر	

1. 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.

2. 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)

	Kindergarten	Grade 1	Grade 2	Grade 3
grammatical elements	<i>Students will</i> c. use, independently and consistently, ³ the following grammatical elements:			
			definite article أداة التعريف nouns الأسم long vowels أحرف العلة (ا، و، ي) short vowels/markers الحركات verbs الأفعال gender cases المؤنث المذكر	short vowels/markers الحركات long vowels أحرف العلة gender cases (he/she) المؤنث و المذكر هو/ هي definite article ال التعريف joint/attached pronouns الضمائر المتصلة في محل رفع ، نصب ، جر

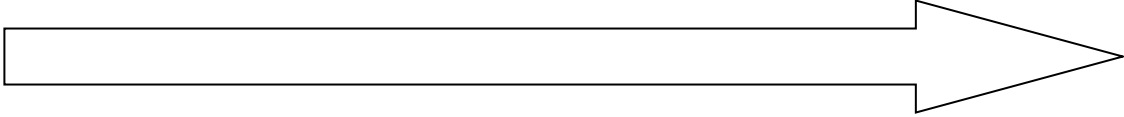
Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

3. 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

	Grade 4	Grade 5	Grade 6
<i>Students will</i>			
sound-symbol system	1. accurately apply knowledge of the Arabic alphabet to a variety of contexts, orally and in reading and writing	1. accurately apply knowledge of the Arabic alphabet in unfamiliar contexts, orally and in reading and writing	1. consistently and accurately apply knowledge of the Arabic alphabet in familiar and unfamiliar contexts
lexicon	2. use vocabulary and expressions appropriately in a variety of classroom and school contexts and experiment with vocabulary and expressions in community contexts	2. use vocabulary and expressions appropriately in a variety of classroom, school, and community contexts	2. recognize that one word may have multiple meanings and that various words and expressions may express the same idea
grammatical elements	3. (see following pages)	3. (see following pages)	3. (see following pages)
			
mechanical features	4. use basic mechanical features correctly and explore their use for effect	4. use basic mechanical features correctly and explore these features for effect	4. use mechanical features correctly and apply these features for effect
discourse features	5. use basic discourse features in oral, print, visual, and multimedia texts and explore their use for effect	5. use basic discourse features in oral, print, visual, and multimedia texts and, with guidance, apply these features for effect	5. use basic discourse features in oral, print, visual, and multimedia texts and independently apply these features for effect

6.1 Linguistic Elements (continued)

	Grade 4	Grade 5	Grade 6
grammatical elements	<p><i>Students will</i></p> <p>a. recognize and use, in modelled situations,⁴ the following grammatical elements:</p>		
	<p>simple sentence structure (components)</p> <p>تكوين جملة مفيدة (المكونات)</p> <p>verb tenses (present, past, imperative)</p> <p>فعل مضارع، ماضي، أمر</p> <p>agreement of subject and predicate</p> <p>مبتدأ و خبر</p> <p>verb suffixes, noun suffixes</p> <p>تصريف الأفعال</p> <p>plural masculine regular</p> <p>جمع المذكر السالم</p>	<p>conjunctions</p> <p>حروف الوصل</p> <p>adverbs</p> <p>الحال</p> <p>negative forms</p> <p>صيغ النفي</p> <p>affirmative and negative sentences</p> <p>الجملة المثبتة والمنفية</p> <p>plural feminine regular</p> <p>جمع المؤنث السالم</p>	<p>verbal sentences</p> <p>الجملة الفعلية</p> <p>nominal sentences</p> <p>الجملة الاسمية</p> <p>auxiliary verbs (was, being)</p> <p>إنَّ و أخواتها، كان و أخواتها</p> <p>plural feminine</p> <p>جمع المؤنث السالم</p>
	<p>b. use, in structured situations,⁵ the following grammatical elements:</p>		
	<p>prepositions</p> <p>حروف الجر</p> <p>subject pronouns</p> <p>ضمائر الشخصية</p> <p>demonstratives</p> <p>أسماء الإشارة</p> <p>antonyms, synonyms</p> <p>المضاد أو العكس و المرادف</p> <p>interrogatives</p> <p>أدوات الإستفهام</p> <p>possessive pronouns (third party)</p> <p>ضمائر ملكية - الغائب</p>	<p>simple sentence structure (components)</p> <p>تكوين جملة مفيدة (المكونات)</p> <p>verb tenses (present, past, imperative)</p> <p>فعل مضارع، ماضي، أمر</p> <p>agreement of subject and predicate</p> <p>مبتدأ و خبر</p> <p>verb suffixes, noun suffixes</p> <p>تصريف الأفعال والأسماء</p> <p>plural masculine regular</p> <p>جمع المذكر السالم</p>	<p>conjunctions</p> <p>حروف الوصل</p> <p>adverbs</p> <p>الحال</p> <p>negative forms</p> <p>صيغ النفي</p> <p>affirmative and negative sentences</p> <p>الجملة المثبتة والمنفية</p> <p>plural feminine regular</p> <p>جمع المؤنث السالم</p>

4. 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.

5. 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 4	Grade 5	Grade 6
grammatical elements	<i>Students will</i> c. use, independently and consistently, ⁶ the following grammatical elements:		
	verbs الأفعال <i>Tanween</i> (various forms) التنوين singular, plural, dual مفرد، جمع، مثنى possessive pronouns (second person) ضمائر ملكية – المخاطب prepositions حروف الجر	prepositions حروف الجر subject pronouns ضمائر الشخصية demonstratives أسماء الإشارة antonyms, synonyms العكس و المرادف interrogatives أدوات الإستفهام possessive pronouns (third party) ضمائر ملكية - الغائب	simple sentence structure (components) تكوين جملة مفيدة (المكونات) verb tenses (present, past, imperative) فعل مضارع، ماضي، أمر agreement of subject and predicate مبتدأ و خبر verb suffixes, noun suffixes تصريف الأفعال والاسماء plural masculine regular جمع المذكر السالم

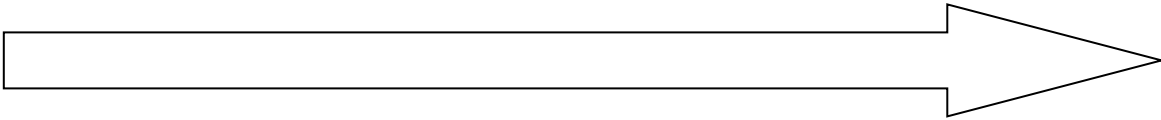
Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

6. 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

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
sound-symbol system	1. consistently and accurately apply knowledge of the Arabic alphabet in familiar and unfamiliar contexts	1. consistently and accurately apply knowledge of the Arabic alphabet in a variety of contexts	1. consistently and accurately apply knowledge of the Arabic alphabet in a variety of contexts
lexicon	2. use multiple words or phrases to express the same idea	2. select the most appropriate or effective words or phrases to express ideas	2. select the most appropriate or effective words or phrases to express ideas accurately
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 mechanical features of Arabic correctly and effectively	4. use mechanical features of Arabic correctly and effectively
discourse features	5. use basic discourse features of Arabic correctly and apply these features for desired effect, with teacher guidance	5. use basic discourse features of Arabic correctly and apply these features for effect, with teacher guidance and at times independently	5. use basic discourse features of Arabic correctly and effectively

6.1 Linguistic Elements (continued)

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

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 مثلثي • 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

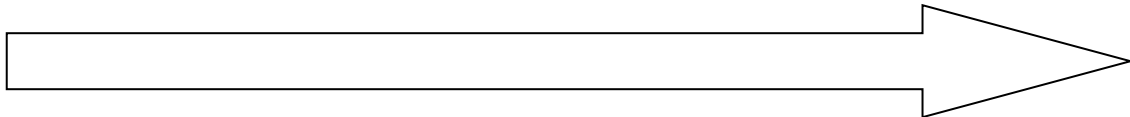
Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

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

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 الأرقام
	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.

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.

6.2 Language Competence

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
listening	1. listen and respond to basic phrases in the learning environment	1. listen to and understand simple oral sentences in the learning environment	1. listen to and understand simple oral sentences in a variety of familiar situations	1. listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations
speaking	2. repeat and create simple, patterned, oral phrases in the learning environment	2. produce, orally, simple sentences in structured situations	2. produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations	2. orally produce, either spontaneously or with guidance, a series of interrelated ideas on a familiar topic
reading	3. be familiar with all letters	3. recognize and read words and simple sentences in structured situations	3. read sentences in structured situations	3. read a series of sentences or a short text on a familiar topic in structured situations
writing	4. copy and write letters	4. write words and simple sentences in guided situations	4. write simple sentences on familiar topics in guided situations	4. write, spontaneously or with guidance, a simple text on a familiar topic in structured situations
viewing	5. view and respond to familiar events and simple representations in the learning environment	5. view and respond to familiar events and representations in the learning environment	5. view and respond to events and/or representations in the learning environment	5. view and understand a variety of events and representations in the learning environment
representing	6. imitate simple representations of familiar ideas, events, and information	6. create simple representations of familiar ideas, events, and information	6. use a variety of forms to create simple representations of ideas, events, and information	6. use a variety of forms to create representations of ideas, events, and information

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.

6.2 Language Competence

	Grade 4	Grade 5	Grade 6
<i>Students will</i>			
listening	1. listen to and understand a short oral or multimedia presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of an oral or multimedia presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of a lengthy oral or multimedia presentation on a familiar topic in structured and unstructured situations
speaking	2. produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation	2. produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation	2. produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation
reading	3. read and identify the main idea of simple texts dealing with familiar topics in structured and unstructured situations	3. read and identify the main idea and supporting details of short texts dealing with familiar topics in structured situations	3. read and identify the main idea and supporting details of texts dealing with familiar topics in structured situations
writing	4. produce, with guidance, simple written texts on familiar topics in structured situations	4. produce, spontaneously or with guidance, written texts on familiar topics in structured situations	4. produce, in writing, a lengthy series of interrelated ideas dealing with familiar topics in structured and unstructured situations
viewing	5. view and understand a variety of events and/or representations outside of the learning environment	5. view and understand a series of simple events and/or representations	5. view and understand events and/or representations within and beyond the school context
representing	6. create multiple representations of the same familiar ideas, events, and/or information	6. create multiple representations of the same ideas, events, and/or information	6. create multiple representations of ideas, events, and/or information, using a variety of forms

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.

6.2 Language Competence

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
listening	1. listen to and understand the main points of lengthy oral or multimedia presentations on a variety of familiar topics in structured and unstructured situations	1. listen to and understand the main points of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in structured and unstructured situations	1. listen to and understand the main points and some supporting details of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in a variety of situations
speaking	2. produce a prepared or spontaneous oral presentation on a familiar topic in structured and unstructured situations	2. produce a prepared or spontaneous oral presentation on a familiar or unfamiliar topic	2. produce prepared or spontaneous oral presentations on familiar and unfamiliar topics in a variety of structured and unstructured situations
reading	3. read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	3. read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations	3. read and understand texts containing simple and complex ideas on familiar and unfamiliar topics
writing	4. write, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a familiar topic in structured and unstructured situations	4. write, spontaneously, lengthy series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations	4. organize ideas coherently in writing on familiar topics
viewing	5. view and understand simple and complex representations of familiar ideas, events, and information	5. view and understand representations of ideas, events, and information	5. view and understand a variety of representations of ideas, events, and information
representing	6. create complex representations of familiar ideas, events, and information	6. create complex representations of ideas, events, and information	6. use a variety of forms to create complex representations of ideas, events, and information

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.

6.2 Language Competence

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
listening	1. comprehend the main points and supporting details of oral lectures, presentations, and other oral texts on familiar topics and representing familiar speaking styles	1. comprehend the main points and supporting details of oral lectures, presentations, and other oral texts on familiar and unfamiliar topics and representing familiar and some unfamiliar speaking styles	1. comprehend the main points and supporting details of oral lectures, presentations, and other oral texts on familiar and unfamiliar topics and representing familiar and unfamiliar speaking styles
speaking	2. orally present and support thoughts and ideas on familiar topics	2. orally present and support thoughts and ideas with coherence on familiar and unfamiliar topics	2. orally present and support thoughts and ideas on familiar and unfamiliar topics, with spontaneity and coherence
reading	3. understand the main points and supporting details of texts on familiar topics	3. understand the main points and supporting details of texts on familiar and unfamiliar topics	3. understand the main points and supporting details of texts on familiar and unfamiliar topics
writing	4. organize and develop ideas coherently in writing on a range of familiar topics	4. organize and develop ideas coherently and effectively in writing on a range of familiar topics	4. organize and develop ideas coherently and effectively in writing on a range of familiar and unfamiliar topics
viewing	5. view and understand complex representations of ideas, events, and information	5. view and understand a variety of complex representations of ideas, events, and information	5. view and understand a variety of complex representations of ideas, events, and information
representing	6. create effective representations of ideas, events, and information	6. create coherent and effective representations of ideas, events, and information	6. create coherent and effective representations of a variety of ideas, events, and information

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.

6.3 Sociocultural Context

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
register	1. speak at a volume appropriate to classroom situations	1. respond to tone of voice	1. distinguish between formal and informal situations	1. recognize that some topics, words, or intonations are inappropriate in certain contexts
idiomatic expressions	2. imitate age-appropriate idiomatic expressions	2. imitate age-appropriate idiomatic expressions	2. use simple idiomatic expressions as set phrases	2. use a variety of simple idiomatic expressions as set phrases
variations in language	3. experience a variety of voices	3. experience a variety of voices	3. acknowledge individual differences in speech	3. accept individual differences in speech
social conventions	4. imitate simple routine social interactions	4. use basic social expressions appropriate to the classroom	4. use basic politeness conventions	4. use appropriate oral forms of address for people frequently encountered
non-verbal communication	5. imitate some common non-verbal behaviours used in Arabic-speaking cultures	5. imitate common non-verbal behaviours used in Arabic-speaking cultures	5. experiment with using some simple non-verbal means of communication	5. use some simple non-verbal means of communication

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.

6.3 Sociocultural Context

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
register	1. experiment with formal and informal uses of language in familiar contexts	1. use formal and informal language in familiar situations	1. identify socially appropriate language in specific situations
idiomatic expressions	2. use learned idiomatic expressions in new contexts	2. use learned idiomatic expressions to enhance communication	2. use learned idiomatic expressions correctly in new contexts
variations in language	3. experience common regional variations in language	3. experience a variety of accents and variations in speech	3. identify some common regional variations in language
social conventions	4. use politeness conventions and recognize verbal behaviours that are impolite	4. use simple social conventions in informal conversations	4. use important social conventions in everyday interactions
non-verbal communication	5. use appropriate non-verbal behaviours in familiar contexts	5. use appropriate non-verbal behaviours in a variety of familiar contexts	5. use appropriate non-verbal behaviours in a variety of familiar and unfamiliar contexts

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.

6.3 Sociocultural Context

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
register	1. explore formal and informal uses of language in a variety of contexts	1. use suitable simple formal language in a variety of contexts	1. explore differences in register between spoken and written texts
idiomatic expressions	2. use learned idiomatic expressions in a variety of contexts	2. examine the role of idiomatic expressions in culture	2. identify influences on idiomatic expressions
variations in language	3. recognize some common influences resulting in variations in language	3. identify influences resulting in variations in language	3. explain influences resulting in variations in language
social conventions	4. interpret the use of social conventions encountered in oral and print texts	4. interpret and use important social conventions in interactions	4. interpret and use appropriate oral and written forms of address with a variety of audiences
non-verbal communication	5. recognize non-verbal behaviours that are considered impolite	5. avoid non-verbal behaviours that are considered impolite	5. recognize a variety of non-verbal communication techniques in a variety of contexts

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.

6.3 Sociocultural Context

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
register	1. identify differences in register between spoken and written texts	1. adjust language to suit audience and purpose	1. use the appropriate level of formality with a variety of people in a variety of contexts
idiomatic expressions	2. interpret unfamiliar idiomatic expressions in a variety of contexts	2. explore and interpret idiomatic expressions in popular, contemporary culture	2. interpret unfamiliar idiomatic expressions and use learned idiomatic expressions appropriately in a variety of situations
variations in language	3. identify and explain some common regional or other variations in language	3. experiment with some variations in language	3. analyze and adapt to some variations in language
social conventions	4. use politeness conventions in a variety of contexts	4. select and use politeness conventions effectively in a variety of contexts	4. interpret and use a variety of social conventions effectively in a variety of situations
non-verbal communication	5. use non-verbal communication techniques in a variety of contexts	5. select and use non-verbal communication techniques in a variety of contexts to enhance communication	5. interpret and use a variety of non-verbal communication techniques in a variety of contexts to enhance communication

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.

6.4 Language Learning Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
cognitive	1. use simple cognitive strategies to enhance language learning	1. use simple cognitive strategies to enhance language learning	1. use simple cognitive strategies to enhance language learning	1. use a variety of simple cognitive strategies to enhance language learning
metacognitive	2. use simple metacognitive strategies to enhance language learning	2. use simple metacognitive strategies to enhance language learning	2. use simple metacognitive strategies to enhance language learning	2. use a variety of simple metacognitive strategies to enhance language learning
social/affective	3. use simple social and affective strategies to enhance language learning	3. use simple social and affective strategies to enhance language learning	3. use simple social and affective strategies to enhance language learning	3. use a variety of simple social and affective strategies to enhance language learning

Examples of language learning strategies are available on pages 64 and 65.

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.

6.4 Language Learning Strategies

	Grade 4	Grade 5	Grade 6
<i>Students will</i>			
cognitive	1. identify and use a variety of cognitive strategies to enhance language learning	1. identify and use a variety of cognitive strategies to enhance language learning	1. identify and use a variety of cognitive strategies to enhance language learning
metacognitive	2. identify and use a variety of metacognitive strategies to enhance language learning	2. identify and use a variety of metacognitive strategies to enhance language learning	2. identify and use a variety of metacognitive strategies to enhance language learning
social/affective	3. identify and use a variety of social and affective strategies to enhance language learning	3. identify and use a variety of social and affective strategies to enhance language learning	3. identify and use a variety of social and affective strategies to enhance language learning

Examples of language learning strategies are available on pages 64 and 65.

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.

6.4 Language Learning Strategies

	Grade 7	Grade 8	Grade 9
<i>Students will</i>			
cognitive	1. select and use a variety of cognitive strategies to enhance language learning	1. select and use a variety of cognitive strategies to enhance language learning	1. select and use cognitive strategies in a variety of situations to enhance language learning
metacognitive	2. select and use a variety of metacognitive strategies to enhance language learning	2. select and use a variety of metacognitive strategies to enhance language learning	2. select and use metacognitive strategies in a variety of situations to enhance language learning
social/affective	3. select and use a variety of social and affective strategies to enhance language learning	3. select and use a variety of social and affective strategies to enhance language learning	3. select and use social and affective strategies in a variety of situations to enhance language learning

Examples of language learning strategies are available on pages 64 and 65.

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.

6.4 Language Learning Strategies

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
cognitive	1. select and use cognitive strategies in a variety of situations to enhance language learning	1. select and use cognitive strategies effectively in a variety of situations to enhance language learning	1. select and use a variety of cognitive strategies effectively in a variety of contexts to enhance language learning
metacognitive	2. select and use metacognitive strategies in a variety of situations to enhance language learning	2. select and use metacognitive strategies effectively in a variety of situations to enhance language learning	2. select and use a variety of metacognitive strategies effectively in a variety of contexts to enhance language learning
social/affective	3. select and use social and affective strategies in a variety of situations to enhance language learning	3. select and use social and affective strategies effectively in a variety of situations to enhance language learning	3. select and use a variety of social and affective strategies effectively in a variety of contexts to enhance language learning

Examples of language learning strategies are available on pages 64 and 65.

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.

6.5 Language Use Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
interactive	1. use simple interactive strategies to enhance language use	1. use simple interactive strategies to enhance language use	1. use simple interactive strategies to enhance language use	1. use a variety of simple interactive strategies to enhance language use
interpretive	2. use simple interpretive strategies to enhance language use	2. use simple interpretive strategies to enhance language use	2. use simple interpretive strategies to enhance language use	2. use a variety of simple interpretive strategies to enhance language use
productive	3. use simple productive strategies to enhance language use	3. use simple productive strategies to enhance language use	3. use simple productive strategies to enhance language use	3. use a variety of simple productive strategies to enhance language use

Examples of language use strategies are available on pages 65 and 66.

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.

6.5 Language Use Strategies

	Grade 4	Grade 5	Grade 6
<i>Students will</i>			
interactive	1. identify and use a variety of interactive strategies to enhance language use	1. identify and use a variety of interactive strategies to enhance language use	1. identify and use a variety of interactive strategies to enhance language use
interpretive	2. identify and use a variety of interpretive strategies to enhance language use	2. identify and use a variety of interpretive strategies to enhance language use	2. identify and use a variety of interpretive strategies to enhance language use
productive	3. identify and use a variety of productive strategies to enhance language use	3. identify and use a variety of productive strategies to enhance language use	3. identify and use a variety of productive strategies to enhance language use

Examples of language use strategies are available on pages 65 and 66.

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.

6.5 Language Use Strategies

	Grade 7	Grade 8	Grade 9
<i>Students will</i>			
interactive	1. select and use a variety of interactive strategies to enhance language use	1. select and use a variety of interactive strategies to enhance language use	1. select and use interactive strategies in a variety of situations to enhance language use
interpretive	2. select and use a variety of interpretive strategies to enhance language use	2. select and use a variety of interpretive strategies to enhance language use	2. select and use interpretive strategies in a variety of situations to enhance language use
productive	3. select and use a variety of productive strategies to enhance language use	3. select and use a variety of productive strategies to enhance language use	3. select and use productive strategies in a variety of situations to enhance language use

Examples of language use strategies are available on pages 65 and 66.

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.

6.5 Language Use Strategies

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
interactive	1. select and use interactive strategies in a variety of situations to enhance language use	1. select and use interactive strategies effectively in a variety of situations to enhance language use	1. select and use a variety of interactive strategies effectively in a variety of contexts to enhance language use
interpretive	2. select and use interpretive strategies in a variety of situations to enhance language use	2. select and use interpretive strategies effectively in a variety of situations to enhance language use	2. select and use a variety of interpretive strategies effectively in a variety of contexts to enhance language use
productive	3. select and use productive strategies in a variety of situations to enhance language use	3. select and use productive strategies effectively in a variety of situations to enhance language use	3. select and use a variety of productive strategies effectively in a variety of contexts to enhance language use

Examples of language use strategies are available on pages 65 and 66.

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.

6.6 General Learning Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
cognitive	1. use simple cognitive strategies to enhance general learning	1. use simple cognitive strategies to enhance general learning	1. use simple cognitive strategies to enhance general learning	1. use simple cognitive strategies to enhance general learning
metacognitive	2. use simple metacognitive strategies to enhance general learning	2. use simple metacognitive strategies to enhance general learning	2. use simple metacognitive strategies to enhance general learning	2. use simple metacognitive strategies to enhance general learning
social/affective	3. use simple social and affective strategies to enhance general learning	3. use simple social and affective strategies to enhance general learning	3. use simple social and affective strategies to enhance general learning	3. use simple social and affective strategies to enhance general learning

Examples of general learning strategies are available on page 67.

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.

6.6 General Learning Strategies

	Grade 4	Grade 5	Grade 6
<i>Students will</i>			
cognitive	1. identify and use a variety of cognitive strategies to enhance general learning	1. identify and use a variety of cognitive strategies to enhance general learning	1. identify and use a variety of cognitive strategies to enhance general learning
metacognitive	2. identify and use a variety of metacognitive strategies to enhance general learning	2. identify and use a variety of metacognitive strategies to enhance general learning	2. identify and use a variety of metacognitive strategies to enhance general learning
social/affective	3. identify and use a variety of social and affective strategies to enhance general learning	3. identify and use a variety of social and affective strategies to enhance general learning	3. identify and use a variety of social and affective strategies to enhance general learning

Examples of general learning strategies are available on page 67.

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.

6.6 General Learning Strategies

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
cognitive	1. select and use a variety of cognitive strategies to enhance general learning	1. select and use a variety of cognitive strategies to enhance general learning	1. select and use cognitive strategies in a variety of situations to enhance general learning
metacognitive	2. select and use a variety of metacognitive strategies to enhance general learning	2. select and use a variety of metacognitive strategies to enhance general learning	2. select and use metacognitive strategies in a variety of situations to enhance general learning
social/affective	3. select and use a variety of social and affective strategies to enhance general learning	3. select and use a variety of social and affective strategies to enhance general learning	3. select and use social and affective strategies in a variety of situations to enhance general learning

Examples of general learning strategies are available on page 67.

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.

6.6 General Learning Strategies

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
cognitive	1. select and use cognitive strategies in a variety of situations to enhance general learning	1. select and use cognitive strategies effectively in a variety of situations to enhance general learning	1. select and use a variety of cognitive strategies effectively in a variety of contexts to enhance general learning
metacognitive	2. select and use metacognitive strategies in a variety of situations to enhance general learning	2. select and use metacognitive strategies effectively in a variety of situations to enhance general learning	2. select and use a variety of metacognitive strategies effectively in a variety of contexts to enhance general learning
social/affective	3. select and use social and affective strategies in a variety of situations to enhance general learning	3. select and use social and affective strategies effectively in a variety of situations to enhance general learning	3. select and use a variety of social and affective strategies effectively in a variety of contexts to enhance general learning

Examples of general learning strategies are available on page 67.

CULTURE

The Culture section supports the development, in each student, of a positive self-concept, a strong self-identity as a multilingual/multicultural learner, and a positive identification with the Arabic language and cultures. This section provides opportunities for the exploration of Arabic cultures from the perspectives of historical elements, contemporary elements, diversity, and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It is also designed to help students develop an understanding of global interrelatedness and interdependence, as well as cultural sensitivity, and to support their preparation for effective participation in the global community, marketplace, and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in Arabic bilingual programming.

General Outcome

The following general outcome outlines the key learnings that the Culture section is designed to support.

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.

Note: Additional outcomes that include cultural content may be found elsewhere in this program of studies, including specific outcomes under General Outcome 5, as well as under cluster heading 6.3 Sociocultural Context.

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.

7.1 *Self-identity*

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will</i>			
explore self-identity	1. illustrate themselves and their families	1. tell and draw about themselves and their families and appreciate their own uniqueness	1. communicate about themselves and their families and appreciate their own uniqueness	1. express their own self-concept and compare this to how others perceive them
developing positive self-identity	2. recognize their own importance as a person	2. accept their own importance as a person	2. identify their own place and importance in the home and at school	2. recognize their own strengths and abilities
valuing Arabic language and cultures	3. participate in Arabic language and cultural activities in the classroom and school	3. participate in Arabic language and cultural activities and traditions	3. participate in and appreciate Arabic language and cultural activities and traditions	3. recognize, participate in, and appreciate various elements of Arabic language and cultures
valuing bilingualism/multiculturalism	4. participate in classroom and school cultural activities	4. participate in classroom, school, and community cultural activities	4. recognize benefits of a bilingual/multicultural education	4. appreciate the value and significance of a bilingual/multicultural education

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.

7.1 *Self-identity*

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
explore self-identity	1. explore the various sources of information for development of their self-concept	1. identify influences on development of their self-concept and self-identity	1. explore and reflect on various facets of self-identity; e.g., background, personal strengths and weaknesses, gender
developing positive self-identity	2. recognize that respect for themselves is essential and that self-concept is determined by external and internal forces	2. recognize that individuals change in many ways and that self-perception can change over time and depending on one's context	2. recognize the effect of positive feedback and criticism on themselves and others
valuing Arabic language and cultures	3. recognize, appreciate, and express various elements of Arabic language and cultures	3. identify the lifelong benefits and contributions to themselves of Arabic language and cultures	3. recognize the value and significance of Arabic language and cultures to themselves
valuing bilingualism/multiculturalism	4. participate in activities that promote and celebrate the bilingual/multicultural education experience	4. recognize the uniqueness of bilingual/multicultural education in a Canadian context	4. identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

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.

7.1 *Self-identity*

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
explore self-identity	1. explore self-concept and the factors that affect it	1. examine their identity and reflect on its effect on personal relationships and choices	1. explore self-concept and its relationship to overall development, achievement, and decisions for the future
developing positive self-identity	2. realize the importance of developing a positive self-concept and self-identity, recognize the effects of positive and negative treatment, and identify ways in which the individual has rights to safeguard against stereotyping	2. recognize stereotyping and its effects on the individual, community, and society and identify ways in which the individual has rights to safeguard against stereotyping in Canadian society	2. identify areas of personal strengths and possible future opportunities
valuing Arabic language and cultures	3. explore and analyze how they have been influenced and enriched by Arabic language and cultures	3. explore and analyze how Arabic language and cultures have enriched the lives of significant individuals at the community, national, and international levels	3. explore how their past and present Arabic linguistic and cultural experiences, understanding, and knowledge may be assets in future opportunities
valuing bilingualism/multiculturalism	4. explore and analyze how being bilingual/multicultural has influenced and enriched their own lives	4. explore and analyze how bilingualism/multiculturalism has enriched the lives of significant individuals at the community, national, and international levels	4. explore how their past and present bilingual/multicultural experiences, knowledge, and understanding may be assets in future opportunities

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.

7.1 *Self-identity*

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
explore self-identity	1. identify how self-identity and self-concept change	1. explain how self-identity and self-concept can change over time and in various contexts	1. articulate, express, and celebrate their own unique identity
developing positive self-identity	2. develop areas of personal strength and possible future opportunities and plan for future self-development and growth	2. explore the alignment of personal strengths with possible future and career opportunities	2. identify personal strengths in planning for a career or further studies
valuing Arabic language and cultures	3. contribute to community-based activities in which knowledge and skills related to Arabic language and cultures will be applied	3. participate in intercultural interactions, such as exchanges, intervisitations, pen-pal activities, and other activities, with members of Arabic-speaking cultures	3. choose to engage in activities that will promote their own lifelong Arabic language and cultural development
valuing bilingualism/ multiculturalism	4. contribute to community-based activities in which bilingual/multicultural knowledge and skills will be applied	4. participate in intercultural interactions	4. choose to engage in activities that will promote their own lifelong bilingual/ multicultural development

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.

7.2 Arabic Cultures

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
historical elements	1. participate in activities and experiences that reflect traditional elements of Arabic cultures	1. participate in activities and experiences that reflect traditional elements of Arabic cultures	1. reflect upon activities and experiences that illustrate traditional elements of Arabic cultures	1. explore and share activities and experiences that reflect traditional elements of Arabic cultures
contemporary elements	2. participate in activities and experiences that reflect contemporary elements of Arabic cultures	2. participate in activities and experiences that reflect contemporary elements of Arabic cultures	2. reflect upon activities and experiences that illustrate contemporary elements of Arabic cultures	2. explore and share activities and experiences that reflect contemporary elements of Arabic cultures
diversity	3. experience linguistic/cultural elements of diverse origins from within Arabic language and cultures	3. experience linguistic/cultural elements of diverse origins from within Arabic language and cultures	3. recognize diverse elements of Arabic language, dialects, and cultures in school and/or the local community	3. identify diverse elements of Arabic language and cultures in school and/or the local community
change	4. participate in events marking changes in their lives and the lives of others	4. illustrate that change occurs in one's immediate environment	4. illustrate and tell about changes that occur in one's immediate environment	4. gather information to demonstrate change within Arabic language and cultures

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.

7.2 Arabic Cultures

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
historical elements	1. identify how people's actions and lifestyles change to accommodate the changing needs of people	1. explore key historical elements, events, figures, and developments of the Arabic language and cultures	1. identify historical elements, events, figures, and developments of the Arabic language and cultures
contemporary elements	2. explore elements in the immediate environment that reflect contemporary features of Arabic language and cultures in the local community	2. explore key contemporary elements, events, figures, and developments of Arabic language and cultures	2. identify major contemporary elements, events, figures, and developments of Arabic language and cultures
diversity	3. explore diversity of Arabic language and cultures in the immediate environment and at the provincial level	3. explore diversity of Arabic language and cultures in Canada	3. explore diversity of Arabic language and cultures in the world
change	4. explore and reflect on change within their own families and cultural communities to accommodate lifestyle changes	4. explore and reflect on change in Arabic language and cultures within Canada	4. explore and reflect on change within Arabic language and cultures at the international level

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.

7.2 Arabic Cultures

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
historical elements	1. explore how major historical events, figures, and cultural developments of Arabic language and cultures have influenced contemporary culture around the world	1. identify how major historical events, figures, and cultural developments of Arabic language and cultures have influenced contemporary culture in Canadian contexts	1. analyze the influence and contributions of major historical events, figures, and cultural developments of Arabic language and cultures in Canadian contexts
contemporary elements	2. explore how major contemporary events, figures, and cultural developments of Arabic language and cultures have influenced contemporary culture worldwide	2. explore how major contemporary events, figures, and cultural developments of Arabic language and cultures have influenced contemporary culture in Canadian contexts	2. analyze the influence and contributions of major contemporary events, figures, and cultural developments of Arabic language and cultures in Canadian contexts
diversity	3. explore the diversity of Arabic language and cultures at the international level	3. explore the influence of diversity within Arabic language and cultures on Arabic language and cultural development	3. examine the influence of diversity within Arabic language and cultures on Arabic language and cultural development
change	4. explore how changes in Arabic language and cultures have affected their own lives	4. explore the significance of changes in Arabic language and cultures to the rest of the world	4. compare changes in Arabic language and cultures to changes in other languages and cultures

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.

7.2 Arabic Cultures

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
historical elements	1. recognize and appreciate the influence and contributions of major historical events, historical figures, and cultural developments of Arabic language and cultures	1. compare and contrast interpretations and perspectives of the influence and contributions of major historical events, historical figures, and cultural developments of Arabic language and cultures	1. identify and analyze how historical experiences of Arabic cultures have shaped contemporary Arabic language and cultures in local, Canadian, and international contexts as shown in personal practices, community practices, multiculturalism in Canada, awareness in Canada of Arabic cultures, and worldwide diversity
contemporary elements	2. recognize and appreciate the influence and contributions of major contemporary events, contemporary figures, and cultural developments of Arabic language and cultures	2. compare and contrast interpretations and perspectives of the influence and contributions of major contemporary events, contemporary figures, and cultural developments of Arabic language and cultures	2. identify and analyze the impact of contemporary influences on Arabic language and cultures in local, national, and international contexts
diversity	3. compare and contrast perspectives on diversity of Arabic language and cultures at the national level	3. compare and contrast perspectives on diversity of Arabic language and cultures at the international level	3. identify and analyze how the historical and current diversity of Arabic language and cultures has shaped the contemporary Arabic language and cultures in local, national, and international contexts
change	4. examine historical influences that have affected Arabic language and cultures	4. examine contemporary influences that have affected Arabic language and cultures	4. identify and analyze the significance of historical and contemporary changes of Arabic language and cultures on the rest of the world

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.

7.3 Building Community

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will</i>				
positive group membership	1. contribute to and cooperate in group activities	1. develop a special awareness and concern for classmates	1. practise consideration for others	1. experience that helping others is rewarding
appreciating diversity	2. recognize differences between themselves and peers	2. recognize and appreciate differences between themselves and peers	2. explore diversity in the family, school, and community	2. explore diversity in the classroom, school, and local community and reflect on its personal significance
appreciating similarity	3. recognize similarities between themselves and peers	3. recognize and appreciate similarities between themselves and peers	3. explore similarities between themselves and others	3. explore similarities among members of the immediate community and reflect on the personal significance of this
contributing to community	4. participate in and contribute to classroom activities	4. cooperate in and contribute to classroom and school activities	4. participate cooperatively in group activities by contributing ideas and supporting others	4. participate cooperatively in daily classroom duties and support peers and classmates

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.

7.3 Building Community

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
positive group membership	1. encourage and support classmates and schoolmates	1. develop skills that promote open, authentic relationships with others in the class and in the school	1. use skills that promote cooperation and mutual respect within the classroom and the school
appreciating diversity	2. explore diversity in the immediate and local community and reflect on its personal significance	2. explore, compare, and reflect on the personal significance of diversity in Canada	2. explore the impact of diversity in other regions of the world and compare this with the impact of diversity in Canada
appreciating similarity	3. explore similarities among members in the local community and reflect on the personal significance of this	3. explore, compare, and reflect on common human needs and experiences of Canadians	3. examine the common human needs and experiences of people around the world
contributing to community	4. demonstrate a desire to assist others and contribute for personal satisfaction	4. demonstrate concern for the quality of their work in and out of school	4. provide positive contributions and leadership within the school and/or community

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.

7.3 Building Community

	Grade 7	Grade 8	Grade 9
<i>Students will</i>			
positive group membership	1. recognize the rights and opinions of others	1. maintain positive group member behaviours	1. support classmates and peers in group activities
appreciating diversity	2. examine diversity in the school, local community, and among peers and reflect on its impact on themselves, relationships, and personal choices	2. examine diversity in the school, local community, and among peers and reflect on its impact on themselves, the school, and the community	2. explore and analyze how diversity has contributed to and enriched Canadian society
appreciating similarity	3. examine commonalities among peers and members of the school and local community and reflect on the personal impact of these commonalities	3. examine similarities that exist in cultures in Canadian society through the historical context of immigration	3. examine similarities in cultures in current Canadian society
contributing to community	4. contribute effectively in group activities	4. recognize contributions of different individuals, groups, and events to the development of Canada	4. take part in discussions on the significance of various contemporary cultural issues to Canadian society

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.

7.3 Building Community

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
<i>Students will</i>			
positive group membership	1. establish respect for the rights and opinions of others and recognize that social issues are complex	1. demonstrate respect for the rights and opinions of others, focusing on current cultural issues in the media	1. cite evidence that various political and economic systems impose different values on the rights and opinions of others
appreciating diversity	2. identify and analyze how Canada's response to diversity has changed, compare how different countries have responded to diversity, and identify the benefits of a pluralistic approach	2. analyze and understand the significance of diversity in shaping contemporary and future opportunities for growth	2. participate in various individual, group, school, and community activities that celebrate diversity and promote intercultural understanding
appreciating similarity	3. identify and explain how common human experiences and needs are reflected in culture, social structures, and day-to-day patterns of behaviour in Canada	3. identify and explain how common human experiences and needs are reflected in culture, social structures, and day-to-day patterns of behaviour in different countries in the world	3. identify, explain, and analyze how common human experiences and needs are reflected in the culture, social structures, and political systems of various countries around the world
contributing to community	4. assist in various school and community events to promote intercultural understanding	4. take part in various school, community, and Canadian events to promote intercultural understanding	4. connect and contribute to individual, group, school, and community activities, using their knowledge and skills related to Arabic language and cultures

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.

7.4 Global Citizenship

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will</i>			
responsible citizenship	1. demonstrate personal and social responsibility in the classroom	1. demonstrate personal and social responsibility in the classroom and school	1. demonstrate personal and social responsibility in the classroom, school, and community	1. recognize that growing up involves making decisions and accepting consequences
interdependence	2. participate in tasks and activities with partners and in groups	2. recognize their own and others' contributions to a group	2. recognize the benefits of working with a partner or within a group and learn that they affect and are affected by the actions of others	2. identify the advantages and disadvantages of working collaboratively with a partner or group
intercultural skills	3. follow rules in the classroom and school	3. recognize that rules can be different for different people	3. identify and describe causes of conflict in the classroom	3. explore ways to resolve interpersonal conflict
future opportunities	4. share or demonstrate personal strengths or achievements	4. share or demonstrate personal strengths and areas for further development	4. identify personal strengths and areas for improvement	4. identify personal strengths and areas for improvement and set personal goals

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.

7.4 Global Citizenship

	Grade 4	Grade 5	Grade 6
	<i>Students will</i>		
responsible citizenship	1. respect the feelings, rights, and property of others and accept responsibility for their own actions	1. recognize the positive and negative consequences of their actions and demonstrate honesty and reliability in a variety of situations	1. examine the meaning of personal and social conscience and demonstrate problem-solving and decision-making skills
interdependence	2. recognize the effects of their actions on others and recognize that people must depend on others to meet their basic needs	2. examine the role of the individual in group activities and reflect on the effectiveness of their own contributions	2. participate in and contribute to group activities effectively and recognize that cooperation is important
intercultural skills	3. examine the rights and responsibilities of the individual	3. recognize and respect individual differences and recognize the worth of every individual	3. accept differences in characteristics and abilities of peers and others
future opportunities	4. identify personal strengths and areas for improvement and establish personal goals and action plans	4. identify individual strengths and areas for further development and establish personal goals and action plans	4. identify their own interests and explore future opportunities for learning and employment

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.

7.4 Global Citizenship

	Grade 7	Grade 8	Grade 9
	<i>Students will</i>		
responsible citizenship	1. identify and analyze examples of rights and responsibilities of citizens	1. examine how various forms of citizen action have affected public policy with regard to cultural diversity in Canada	1. recognize how public policies relating to cultural diversity are affected by public opinion, the media, and political groups
interdependence	2. explore different roles and responsibilities of a group member	2. identify the impact of actions of an individual upon the group	2. identify ways in which individuals, community members, and societal members are interrelated and interdependent
intercultural skills	3. examine examples of events where there is or has been tension between individual, group, or cultural beliefs and government policies or the law	3. explore ways in which group conflict can be resolved in Canadian society	3. recognize that various constitutional documents and charters have governed behaviour of various cultural groups
future opportunities	4. explore learning and work opportunities around the world	4. identify essential skills, knowledge, and attitudes required for effective participation in the global workplace and marketplace	4. examine personal plans for further development of skills, knowledge, and attitudes required for effective participation in the global workplace and marketplace

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.

7.4 Global Citizenship

	Arabic Language Arts 10	Arabic Language Arts 20	Arabic Language Arts 30
	<i>Students will</i>		
responsible citizenship	1. identify and analyze a citizen's role and responsibility in interrelated local, national, and international contexts	1. contribute in group decision making and problem solving in ways that demonstrate concern for others and that demonstrate their responsibilities as citizens	1. examine how different cultural conditions and political motives have contributed to global conflict and cooperation between countries
interdependence	2. identify and analyze the variety of ways in which peoples and countries are linked in an interrelated global system and examine how this interrelatedness developed over time	2. explore and analyze how global links and interdependency affect their role as a citizen in one country among many others	2. identify and analyze ways in which actions in one locality or country can lead to consequences that may enhance or endanger life in other countries and on this planet, and identify the scope for individual and collective decision making
intercultural skills	3. examine patterns of behaviour reflecting attitudes and values that contribute to cross-cultural understanding	3. identify how intercultural and multicultural organizations have influenced global citizenship	3. demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations through appropriate behaviour and language
future opportunities	4. explore career fields in which bilingual and multicultural knowledge, skills, and attitudes can be applied	4. examine and apply bilingual and multicultural knowledge and skills in specific activities to develop the skills required for effective participation in the global workplace	4. apply bilingual and multicultural knowledge and skills in a variety of activities that will promote skill development and opportunities for future participation in the global workplace