

The Arabic B department is committed to providing each student with a safe and motivating learning experience at DIS. Our curriculum is grounded in the Ministry of Education's framework for learning Arabic as an additional language, and it incorporates international principles and best practices for teaching foreign languages to non-native speakers. The department's primary focus is to equip students with the ability to communicate effectively in real-life situations.

Our **Secondary Arabic B curriculum** is designed to align with the UAE's educational aspirations while meeting the diverse needs and abilities of our learners. The curriculum outlines clear expectations for student achievement in the four key language skills: listening, speaking, reading, and writing.

The implementation of the Arabic B curriculum in secondary school aims to cultivate open-minded, global citizens who appreciate the Arabic language and its rich cultural heritage. The curriculum encourages students to engage in meaningful discussions, complete tasks, and activities, and take intellectual risks while collaborating with their peers. Through these experiences, students develop their ability to think critically and communicate effectively in Arabic.

## **Wider Curriculum**

**After School Clubs:** Each term, a variety of Arabic B-related clubs will be offered, such as Arabic Debate Club, Arabic Literary Society, Arabic Film Analysis Club, and Arabic Poetry Club. These clubs aim to deepen students' engagement with the language and culture.

**Curriculum-Related Competitions & Events:** Students will participate in department-based competitions and events such as National Day celebrations, houses competitions, and language skills competitions focusing on areas like public speaking, reading comprehension, and creative writing. Additionally, students will have the opportunity to showcase their work through exhibitions and presentations. Educational trips to various cultural and historical sites in the UAE will be organized to deepen students' understanding of Arabic culture and language. Their successes will be celebrated via social media and the "Star of the Month" display board.

## **Assessment**

**Formative Assessment:** This will be conducted monthly, focusing on the development of specific language skills. A variety of tools will be used, including classwork, homework, quizzes, and group projects, to continuously measure and support student progress.

**Diagnostic Assessment:** At the beginning of Term 1, students will be assessed on all four language skills—listening, speaking, reading, and writing—to identify their current proficiency levels.

**Summative Assessments:** At the end of each term, students will be assessed on all four skills.

- **Listening:** Assessments will include listening comprehension exercises based on audio recordings or videos. Students will answer multiple-choice, true/false, or open-ended questions.
- **Speaking:** Assessments will involve tasks such as describing visuals, participating in dialogues, and responding to teacher-posed questions. Students may also record their spoken responses.
- **Reading:** Assessments will include comprehension exercises that test students' understanding of a variety of texts.
- **Writing:** Writing assessments will evaluate students' ability to produce coherent texts, ranging from descriptive paragraphs to structured essays, using appropriate vocabulary, and adhering to set criteria.

## Learning Journey

### Year 7

Unit\ Block of Work	Key Episodes\ Questions	Additional Detail	Length of Time	Learner Attribute
Daily Activities	<b>Actions in Daily Life.</b>	Exploring common daily activities such as waking up, preparing for school, eating meals, and completing homework. Discussing how these actions are expressed in Arabic using the present tense.	Term 1	Communicator
	<b>Regular Activities done daily and at the weekends.</b>	Comparing and contrasting weekday routines with weekend activities. Introducing time phrases and vocabulary related to hobbies, leisure activities, and family time. (Present and Future)		
	<b>School Activities</b>	Analyzing a typical school day's schedule, focusing on the language used to describe different class periods, subjects (e.g., mathematics, science, Arabic), and school-related activities. Practice using connectives to link different parts of the day and discuss favorite subjects.		

	<p><b>In your opinion, what is ‘an ideal day’?</b></p>	<p>Encouraging students to express their thoughts on what constitutes an ideal day, including their preferred school subjects and activities. Teaching opinion phrases and practice constructing sentences that describe personal preferences and ideal scenarios.</p>		
	<p><b>How are the daily routines in the Arab world different from the ones in your home country?</b></p>	<p>Exploring cultural differences in daily routines and school subjects between the Arab world and students’ home countries. Engaging students in discussions and written reflections that highlight these differences, using comparative language.</p>		
<p><b>Shopping</b></p>	<p><b>Cloths</b></p>	<p>Exploring vocabulary related to different types of clothing, including traditional and modern attire. Discussing when and where certain clothes are worn (e.g., school uniforms, casual wear, formal attire). Introducing phrases for describing clothing items, colours, sizes, and preferences.</p>	<p><b>Term 2</b></p>	<p><b>Reflective</b></p>
	<p><b>Activities in shopping centre</b></p>	<p>Discussing common activities people engage in at shopping centres, such as browsing stores, trying on clothes, dining, and entertainment options. Introducing related vocabulary and practicing conversations that might occur in a shopping environment, like asking for assistance, making purchases, and comparing items.</p>		

	<b>Description of Shopping Experience</b>	Describing personal shopping experiences that students involve in, including where they went, what they bought, and how they felt about the experience. Focus on using past tense for recounting experiences and adjectives to describe feelings and impressions.		
	<b>Types of Shopping</b>	Exploring different types of shopping experiences, such as online shopping, in-store shopping, and market shopping. Discussing the advantages and disadvantages of each type and introduce related vocabulary. Students will practice expressing their preferences and reasons for choosing one type of shopping over another.		
<b>Holidays</b>	<b>Different Types of Holidays</b>	Exploring religious holidays (e.g., Eid, Christmas), summer and winter holidays, and staycations. Discuss the traditions, destinations, and activities associated with each, and introduce vocabulary for travel and holiday planning. Consider who might prefer each type, such as families, adventurers, or those seeking relaxation.	<b>Term 3</b>	<b>Risk Taker</b>
	<b>Activities during Holidays</b>	Discussing typical activities people engage in during different types of holidays, such as sightseeing, hiking, swimming, visiting museums, or attending festivals. Introduce relevant action verbs and phrases to describe these activities. Students will practice discussing their favorite holiday activities and planning hypothetical trips.		

	<p><b>A trip done during Last holiday</b></p>	<p>Teaching students how to describe a trip they took during their last holiday. Focus on using the past tense to recount events, and include details such as the destination, activities, experiences, and feelings about the trip. Encourage students to share their stories in both spoken and written formats.</p>		
	<p><b>Comparing Holidays\ Summer – Winter \ Family – Friends</b></p>	<p>Exploring the differences between summer and winter holidays, as well as holidays spent with family versus those with friends. Introduce comparative language to help students express their preferences and explain the reasons behind their choices. Engage students in discussions and debates on the pros and cons of each type of holiday.</p>		
	<p><b>In your opinion, what is the importance of Holidays?</b></p>	<p>Encouraging students to reflect on and discuss the importance of holidays in their lives. Introducing opinion phrases and practice constructing arguments that explain why holidays are essential, whether for relaxation, spending time with loved ones, exploring new places, or personal growth.</p>		

**Year 8 Learning Journey:**

Unit\ Block of Work	Key Episodes\ Questions	Additional Detail	Length of Time	Learner Attribute
<p><b>Travelling</b></p>	<p>Different kinds of transportation</p>	<p>Exploring various modes of transportation, such as airplanes, trains, buses, and ships. Discussing the advantages and disadvantages of each, along with vocabulary related to travel logistics and ticketing.</p>	<p><b>Term 1</b></p>	<p><b>Knowledgeable</b></p>
	<p>Different attractions in the world</p>	<p>Introducing famous global attractions, such as the Eiffel Tower, the Great Wall of China, and the Pyramids of Giza. Discussing what makes these sites unique and why people visit them. Including descriptive language to enhance students' ability to talk about these landmarks.</p>		
	<p>Plan for a trip</p>	<p>Guiding students in planning a trip, from choosing a destination and transportation to creating an itinerary. Including language for booking tickets,</p>		

		reserving accommodation, and organizing activities.		
	Comparing different flight offers and destinations	Teaching students how to compare flight prices, travel times, and destinations. Introducing comparative language and vocabulary for discussing budget considerations, convenience, and travel preferences.		
	How can travel enrich my understanding of cultural diversity in the world?	Encouraging students to reflect on how travel exposes them to different cultures, languages, and traditions. Discussing the benefits of cultural exchange and the ways in which travel broadens perspectives and fosters appreciation for diversity.		
	<b>Food \ Healthy\ Unhealthy</b>	Discussing the differences between healthy and unhealthy foods, focusing on common examples like fruits, vegetables, and whole grains versus fast food and sugary snacks. Introducing vocabulary related to nutrition and making healthy choices.		
	<b>Nutrition Pyramid</b>	Exploring the nutrition pyramid, explaining the different food groups and recommended daily servings. Discussing how the pyramid can guide healthy eating habits and help students make balanced dietary choices.		



<b>Healthy Life Style</b>	<b>The consequences of following unhealthy lifestyle ( fast food etc?)</b>	Discussing the potential health risks associated with an unhealthy lifestyle, including obesity, heart disease, and diabetes. Introducing related vocabulary and phrases to describe these consequences and the importance of moderation.	<b>Term 2</b>	<b>Inquirer</b>
	<b>Illness and Sickness</b>	Teaching students about common illnesses related to diet and lifestyle, such as food poisoning, obesity, and diabetes. Including vocabulary for symptoms, treatments, and prevention strategies.		
	<b>Does culture have influence on our choice of food?</b>	Exploring how cultural factors influence dietary habits and food preferences. Discussing how traditions, religious practices, and regional availability of ingredients shape what people eat. Encouraging students to share examples from their own cultures.		
<b>Celebrations and Events</b>	<b>Different types of celebrations ( Religious – national – personal ..etc)</b>	Exploring various types of celebrations such as religious holidays (e.g., Eid, Christmas), national holidays (e.g., Independence Day), and personal celebrations (e.g., birthdays, weddings). Discussing the significance,	<b>Term 3</b>	<b>Open Minded</b>

		customs, and traditions associated with each type.		
	<b>Comparison between these celebrations and what you have in your countries in terms</b>	Comparing and contrasting the celebrations discussed with those from students' home countries. Focusing on differences in customs, practices, and cultural significance. Encouraging students to share their own experiences and perspectives.		
	<b>Invitation Cards</b>	Designing and writing invitation cards for different types of celebrations. Introducing vocabulary and phrases used in formal and informal invitations. Discussing cultural etiquette in sending and receiving invitations.		
	<b>The importance of Celebrations.</b>	Discussing why celebrations are important in different cultures and societies. Exploring how they bring people together, preserve traditions, and foster a sense of community. Encouraging students to reflect on the role of celebrations in their own lives.		

**Year 9 Learning Journey:**

Unit\ Block of Work	Key Episodes\ Questions	Additional Detail	Length of Time	Learner Attribute
<b>Hobbies</b>	<b>Different types of hobbies</b>	Exploring various hobbies, such as sports, arts and crafts, reading, music, and outdoor activities. Discussing the skills, enjoyment, and social aspects associated with each type of hobby.	<b>Term 1</b>	<b>Balanced</b>
	<b>Your favourite hobby/ hobbies.. Why?</b>	Describing your favorite hobby or hobbies, explaining why you enjoy them. Sharing personal experiences and reasons for choosing these hobbies, focusing on the benefits they provide, such as relaxation, creativity, or physical fitness.		
	<b>Dangerous Hobbies</b>	Discussing hobbies that involve risk or danger, such as extreme sports, rock climbing, or scuba diving. Exploring the thrill and challenges associated with these activities, as well as the precautions needed to stay safe.		
	<b>Importance of Hobbies</b>	Highlighting the importance of hobbies in daily life. Discussing how hobbies contribute to mental and physical well-being, provide a break from routine, and help develop new skills and social connections.		

	<b>Do parents intervene in choosing their children's hobbies? Why?</b>	Examining whether and why parents might intervene in selecting their children's hobbies. Discussing the balance between guidance and personal choice, and considering cultural or safety concerns that might influence a parent's decision.		
<b>Job Market</b>	<b>Different jobs</b>	Exploring various types of jobs across different industries, such as healthcare, education, technology, and the arts. Discussing the roles, responsibilities, and required skills for each job, as well as the education or training needed.	<b>Term 2</b>	<b>Thinker</b>
	<b>Your family members' jobs</b>	Describing the jobs of your family members, including what they do and why they chose their careers. Discussing the influence of family on career choices and how different jobs impact daily life.		
	<b>How to write your CV</b>	Learning how to write a CV, including the key components such as personal information, education, work experience, skills, and references. Practicing creating a clear and professional CV that highlights strengths and achievements.		
	<b>Job interviews</b>	Preparing for job interviews by discussing common questions and practicing answers. Exploring the importance of first impressions, body language, and clear communication during an interview.		
	<b>If you have a company, what are the characteristics you look for in an employee?</b>	Imagining that you own a company and discussing the key characteristics you would look for in an employee. Focusing on qualities such as reliability, teamwork,		

<b>Environment</b>		problem-solving skills, and a strong work ethic.	<b>Term 3</b>	<b>Knowledgeable</b>
	<b>Weather</b>	Exploring different types of weather conditions, such as sunny, rainy, snowy, and windy. Discussing how weather affects daily life, activities, and the environment. Introducing vocabulary related to weather patterns, seasons, and climate.		
	<b>Environmental Issues</b>	Discussing key environmental issues such as pollution, climate change, deforestation, and loss of biodiversity. Exploring the causes and consequences of these issues on the planet and human life.		
	<b>How can you help protect environment starting from school initiatives?</b>	Exploring ways students can contribute to environmental protection through school initiatives. Discussing actions like recycling, reducing waste, conserving energy, and participating in environmental clubs or campaigns within the school.		
	<b>suggest some creative ideas to protect environment</b>	Exploring ways students can contribute to environmental protection through school initiatives. Discussing actions like recycling, reducing waste, conserving energy, and participating in environmental clubs or campaigns within the school.		

**Year 10 MOE Learning Journey:**

<b>Unit\ Block of Work</b>	<b>Key Episodes\ Questions</b>	<b>Additional Detail</b>	<b>Length of Time</b>	<b>Learner Attribute</b>
<b>Media</b>	<b>Different types of TV programs</b>	Exploring various types of TV programs, such as news, documentaries, reality shows, dramas, and comedies. Discussing the purpose of each type, the target audience, and the impact these programs have on viewers.	<b>Term 1</b>	<b>Reflective</b>
	<b>Different types of films</b>	Discussing different genres of films, including action, romance, horror, science fiction, and animation. Exploring the characteristics of each genre, the emotions they evoke, and the storytelling techniques used.		
	<b>Cinema Experience</b>	Describing the experience of watching a movie in the cinema, including the atmosphere, sound, and visuals. Comparing the cinema experience with watching movies at home, and discussing the social aspect of going to the cinema with friends or family.		
	<b>Social Media</b>	Exploring the role of social media in modern communication and entertainment. Discussing its benefits, such as staying connected and accessing		

		information, as well as its challenges, including privacy concerns and the impact on mental health.		
	<b>To what extent do movies reflect the culture and beliefs of any society?</b>	Analyzing how movies reflect and influence the culture, traditions, and beliefs of a society. Discussing examples of films that portray cultural values, social issues, or historical events, and considering how these films shape or challenge viewers' perceptions.		
<b>Around the World</b>	<b>Different countries and cultures around the world</b>	Exploring the diversity of countries and cultures across the globe. Discussing aspects such as language, religion, customs, and daily life in various regions. Introducing vocabulary related to geography and cultural practices.	<b>Term 2</b>	<b>Open Minded</b>
	<b>Traditions in different places around the world (food, clothes, celebrations,..)</b>	Examining unique traditions in various parts of the world, including traditional foods, clothing, and celebrations. Discussing how these traditions reflect the history, values, and environment of each culture.		
	<b>Festivals around world</b>	Exploring major festivals celebrated around the world, such as Diwali, Carnival, Chinese New Year, and Thanksgiving. Discussing the significance of these festivals, the rituals involved, and the sense of community they foster.		
	<b>What lessons can people learn from travelling around the world</b>	Reflecting on the benefits of travel and cultural exploration. Discussing how experiencing different cultures can broaden perspectives, foster empathy, and		

	<b>or learning about different cultures?</b>	promote understanding and respect for diversity. Considering how learning about other cultures can challenge stereotypes and encourage personal growth.		
<b>Life in UAE</b>	<b>UAE union story</b>	Exploring the history of the UAE's formation, including the unification of the seven emirates in 1971. Discussing the vision of the founding leaders, the challenges they faced, and the significance of National Day in commemorating this historic event.	<b>Term 3</b>	<b>Caring</b>
	<b>Famous places in the UAE</b>	Introducing well-known landmarks and attractions in the UAE, such as the Burj Khalifa, Sheikh Zayed Grand Mosque, and the Louvre Abu Dhabi. Discussing the cultural and historical importance of these sites and their role in attracting global visitors.		
	<b>Traditions including clothes and food</b>	Examining traditional Emirati customs, including the traditional clothing like the kandura and abaya, and popular Emirati dishes such as machboos and luqaimat. Discussing how these traditions reflect the UAE's heritage and identity.		
	<b>Comparing life in UAE and other countries</b>	Comparing aspects of daily life in the UAE with those in other countries, focusing on factors such as lifestyle, work culture, education, and social customs. Discussing similarities and differences, and how living in the UAE offers a unique experience.		



	<b>To what extent does the existence of different cultures in the UAE enrich the UAE culture?</b>	Analyzing how the UAE's diverse population contributes to the richness of its culture. Discussing how the coexistence of various cultures promotes multiculturalism, enhances cultural exchange, and creates a vibrant, inclusive society.		
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