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## Citizenship Beyond Borders ©

تعزيز الوعي العالمي: استكشاف دوري ومعرفتي في التعامل مع قضايا المواطنة العالمية

**Unit Title: Enhancing Global Awareness: Exploring My Role and Knowledge in Addressing Global Citizenship (GC) Issues**

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Language and Level / Grade	Advanced Arabic	Approximate Length of Unit	5 days (possibly 7 depending on students' abilities)
Performance Range	Advanced low-high	Approximate Number of Minutes Weekly	90 minutes/daily = 450 minutes
Theme/Topic	Building Global Citizens Mindset		
Essential Question	How does global citizenship education enhance the overall development of Arabic Language learners?		
Social Justice Standards	Include any social justice standards that are relevant to the lesson from Learning for Justice, which can be found at <a href="https://www.learningforjustice.org/frameworks/social-justice-standards">https://www.learningforjustice.org/frameworks/social-justice-standards</a>		
Unit Goals			
What should learners know and be able to do by the end of the unit?	Learners will proficiently develop and deliver an Arabic language presentation aimed at elevating awareness about "Enhancing Global Awareness: Exploring My Role and Knowledge in Addressing Global Issues." This will involve an in-depth exploration of their individual responsibilities, understanding, and contributions in the context of global issues, fostering advanced language skills and cultural competence.		
Summative Performance Assessment Tasks			
• These tasks allow learners to demonstrate how well they have met the goals of the unit.	Interpretive Mode		

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<ul style="list-style-type: none"><li>• The tasks follow the format of the IPA, but are integrated throughout the unit.</li><li>• The template encourages multiple Interpretive tasks.</li><li>• The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</li><li>• The tasks incorporate 21<sup>st</sup> Century Learning.</li></ul>	In the Arabic language, students will conduct research to select an article or study relevant to the topic of their choice and utilize this <a href="#">graphic organizer</a> for comprehensive completion of their reading.	
	Review guidelines on Articles or Resources for Building Background Knowledge in the appendix.	
	<b>Presentational Mode</b>	<b>Interpersonal Mode</b>
	<b>Polished/Pre-prepared:</b> In the target language, students create a brochure “to inform your audience about your topic of choice from the list* provided below.”	With your partner, explore and discuss the global citizenship aspects of your topic of choice from the list* provided below in your community and worldwide. Consider what action/steps would be necessary to take on a global scale. Compare and contrast the current actions you are taking or like to increase awareness about your topic and why these actions are crucial, challenging, feasible, efficient, and realistic.
<b>On Demand:</b>  After searching the Internet, utilizing 5-7 images related to your topic of choice from the list* to generate descriptive captions for each photo and formulate follow-up questions in the context of an advanced language class focused on global citizenship.		
Standards		
<b>Cultures</b> (Sample Evidence)  Indicate the relationship between the product, practice, and perspective	<b>Relating Cultural Practices and Products to Perspectives</b>	
	Cultural Competence: <ul style="list-style-type: none"><li>• Demonstrate an in-depth understanding of the target culture(s) and its perspectives.</li><li>• Display sensitivity to cultural differences and adapt language use accordingly.</li><li>• Engage with authentic cultural materials to enhance language learning.</li></ul>	

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	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the global context and responsibilities as a language learner.</li> </ul>	
<b>Connections</b> (Sample Evidence)	<b>Making Connections to Other Disciplines</b>	<b>Acquiring Information and Diverse Viewpoints</b>
	<ul style="list-style-type: none"> <li>Connect language learning with other disciplines and real-world contexts.</li> <li>Apply language skills to academic, professional, and personal settings.</li> <li>Use the language to access information and resources in various domains.</li> </ul>	<p>Interpersonal Communication:</p> <ul style="list-style-type: none"> <li>Engaging in conversations on advanced-level topics fosters cross-cultural dialogue and understanding.</li> <li>Conveying meaning fluently and resolving misunderstandings demonstrate effective intercultural communication.</li> </ul> <p>Presentational Communication:</p> <ul style="list-style-type: none"> <li>Delivering complex presentations on various topics allows for the dissemination of diverse perspectives and global issues.</li> <li>Adapting vocabulary and style for different audiences promotes effective communication in international settings.</li> </ul> <p>Interpretive Communication:</p> <ul style="list-style-type: none"> <li>Understanding complex texts from diverse sources enhances awareness of global events and perspectives.</li> <li>Analyzing and evaluating information from different cultures promotes critical thinking on a global scale.</li> </ul> <p>Cultural Competence:</p> <ul style="list-style-type: none"> <li>Demonstrating an in-depth understanding of target cultures contributes to cultural sensitivity and appreciation.</li> </ul>

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		<ul style="list-style-type: none"> <li>Engaging with authentic cultural materials enhances not only language learning but also cross-cultural understanding.</li> </ul> <p>Connections:</p> <ul style="list-style-type: none"> <li>Connecting language learning with real-world contexts prepares learners to apply their skills in global academic and professional settings.</li> <li>Using language skills across disciplines fosters a holistic understanding of global challenges and opportunities.</li> </ul>
<b>Comparisons</b> (Sample Evidence)	<b>Language Comparisons</b>	<b>Cultural Comparisons</b>
	<ul style="list-style-type: none"> <li>Compare and contrast linguistic features, cultural practices, and societal norms.</li> <li>Recognize and understand the impact of the native language on the target language.</li> <li>Demonstrate awareness of language variations and dialects.</li> </ul>	<p>Language Comparisons:</p> <ul style="list-style-type: none"> <li>Comparing linguistic features and societal norms encourages reflection on cultural diversity.</li> <li>Recognizing the impact of native language on the target language fosters awareness of linguistic nuances and cultural influences.</li> </ul>
<b>Communities</b> (Sample Evidence)	<b>School and Global Communities</b>	<b>Lifelong Learning</b>

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	<ul style="list-style-type: none"><li>Engage with the target language community, either locally or virtually.</li><li>Participate in activities that contribute to the target language community.</li><li>Demonstrate an understanding of the global context and responsibilities as a language learner.</li></ul>	<p>Communities:</p> <ul style="list-style-type: none"><li>Engaging with the target language community, locally or virtually, promotes a sense of global interconnectedness.</li><li>Participating in activities that contribute to the target language community demonstrates a commitment to global citizenship.</li></ul>
Connections to Other Standards	Students are required to make such connections based on the topic they chose.	
Toolbox		
Can Do Statements What students will do:		
Interpretive	<ul style="list-style-type: none"><li>Students will adopt global perspectives in examining the critical issues, examples given in the appendix, currently facing our world, including problem solving, systems, and future perspectives.</li><li>Students will recognize alternative solutions and opportunities associated with these problems.</li><li>Students will identify actions that can be taken locally that will address the global issues considered in this course.</li></ul>	

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	<p>■ Students will gain skills that will enable them to obtain and evaluate information about global issues and to take action to address these issues.</p>	
<b>Presentational</b>	<p>■ Students will showcase/present their understanding of the nature of the worldwide problems we are currently facing and thus we are educating globally competent citizens.</p>	
<b>Interpersonal</b>	<p>■ Students will discuss new ideas, views and perspectives and will be encouraged to practice intellectual curiosity about their peers' views regarding GCE issues.</p>	
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
<p><b>*Examples of Expressing an Opinion:</b></p> <p>1. I think ____ — أعتقد — <i>'aetaqid</i></p> <p>2. In my opinion ____ — في رأيي — <i>fi rayi</i></p> <p>3. Personally, ____ — شخصياً — <i>shakhsiaan</i></p> <p>4. From my point of view ____ — من وجهة — <i>min wijhat nazariin</i></p> <p>5. I think ____ — على ما أعتقد — <i>ealaa ma 'aetaqid</i></p> <p>6. In my point of view ____ — من وجهة — <i>min wijhat nazariin</i></p>	<p>Here are examples of questions for students to consider during the collaboration and discussion phase. Additional structural patterns can be found in this document link, allowing for more exploration around the topic of their choice. <a href="#">Students' choice</a></p> <p>Questions:</p> <p>1. How will a global population of 9 billion</p>	<p>The following are some examples of vocabularies and expressions to consider. It's important to note that students have the flexibility to generate their own expressions or incorporate additional ones based on the Global Issues topic your chose to discuss and present:</p> <ul style="list-style-type: none"> <li>عَدْل (Justice) - adl</li> <li>تَنْمِيَّة (Development) - tanmiyah</li> <li>حُقُوق الإنسان (Human rights) - huquq al-insan</li> <li>تَغْيِير المُنَاخ (Climate change) - taghyeer al-munaakh</li> <li>فَقْر (Poverty) - faqar</li> <li>هَجْرَة (Migration) - hijrah</li> <li>تَفَاهُم (Understanding) - tafahum</li> <li>Cross-Cultural Communication</li> </ul>

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## 7. I personally believe \_\_\_\_\_ — أوْمن شخصيا —

### 'awman shakhsiaan

#### \*Examples of Describing:

1. يحتاج الطلاب في هذا العصر إلى أن يكونوا جزءاً من مجتمع عالمي. وأن يعيشوا بثقافة ..... المجتمعات المختلفة حول العالم، مثلاً

2. تكاد تكون المناهج الدراسية خالية من أي دروس تركز على الأمور المتعلقة بأحداث وقضايا ..... العالم؛ مثلاً

3. كيف يمكنك إثارة اهتمامات الطلاب للتعلم واستكشاف القضايا المتعلقة بالمواطنة العالمية؟

#### \*Examples of Identifying & Listing:

1.

في بعض البلدان، يركز تعليم المواطنة العالمية على المستوى الوطني ودور الطلاب تجاه وطنهم مع إهمال القضايا العالمية مثلاً.....

2.

منهج المواطن العالمي في ..... لا يتناول القضايا العالمية والعالمية مثل الاقتصاد، البيئة، تغير المناخ، الهجرة والإرهاب

#### \*Explaining:

people by the middle of the century impact my life?

2. What are the challenges for the availability of food, water, and energy resources?

3. How will society balance the benefits of technological innovation and advanced communication with cyber security?

4. How will global economic integration and governance affect trade,

تعاون - ta'aawun) •

Collaboration

احترام - ihtiraam) - Respect •

تواصل - tawasul) -

Communication

تعددية - ta'addudiyyah) -

Diversity

:International Relations

علاقات دولية - alaqat) •

duwaliyyah) -

International relations

سياسة - siyaasah) - Politics •

اتفاقيات - ittifaqiyyat) -

Agreements

حرية - hurriyyah) -

Freedom

تعاون دولي - ta'aawun) •

duwali) - International

cooperation

:Global Citizenship Concepts

مواطن دولي - muwatin) •

duwali) - Global citizen

مسؤولية اجتماعية •

mas'ooliyyah)

ijtema'iyyah) - Social

responsibility

توعية - tawa'iyah) -

Awareness

تعليم - taalim) - Education •

تطوع - tatwuwu') -

Volunteerism

:Technology and Innovation

تكنولوجيا - teknuuloojiyyah) -

Technology

ابتكار - ibtiqaar) -

Innovation

تطوير - tatweer) -

Development

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	markets, and labor?	<ul style="list-style-type: none"> <li>• اتصالات - (ittisalaat) Communications</li> <li>• اقتصاد رقمي (iqtisad) Digital economy</li> <li>• الاستدامة البيئية (al-istidama) Environmental Sustainability</li> <li>• الحفاظ على البيئة (hifazh 'ala) Environmental sustainability</li> <li>• طاقة متجددة (taqa mu) Conservation</li> <li>• التلوث (talawwuth) - Renewable energy</li> <li>• التلوث (talawwuth) - Pollution</li> </ul>
	<b>Negation:</b> Students will choose and utilize Arabic articles on navigation that are specifically tailored to the context of their selected topic. Examples:	
	Please follow this link to access <a href="#">Adjectives related to GCE</a> .	
	Students will choose and utilize Arabic <a href="#">prepositions</a> that are specifically tailored to the context of their selected topic.	

### Weekly Lessons Plan (first week)

Days	Topics Each group will be	Can do statements	Priority vocabulary	Supporting structures	Learning activity
					While in group of 3-4, students will read an article, watch a short presentation of their choice, then



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	assigned distinct choices from the list outlined in the appendix.		*Here are some topics with related vocabularies/terms  follow the * symbol		they will: <ol style="list-style-type: none"> <li>engage in a collaborative discussion centered around the following questions,</li> <li>answer each of the questions posted for the day,</li> <li>compile a presentation, using their preferred choice/mode, e.i. PPT, Video, or Word Doc and encapsulating the key insights gleaned from the discussion.</li> <li>brief on their presentation to the rest of the class.</li> </ol>
Day 1	Each group will be assigned distinct choices from the list outlined in the appendix.	<p><b>Interpersonal Communication:</b> I can exchange complex information about academic and professional tasks.</p> <p><b>Presentational Speaking:</b> I can present complex information on many concrete topics and related issues.</p> <p><b>Presentational Writing:</b> I can write using target language and culture conventions to present and elaborate a point of view.</p>		<a href="#">Students' choice</a>	<ul style="list-style-type: none"> <li>How would you generalize, with a focus on global citizenship, _____?</li> <li>How would you express, taking into account the concept of global citizenship, _____?</li> <li>What can you infer, particularly regarding</li> </ul>

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		<b>Interpretive Reading:</b> I can understand narrative, descriptive, and informational texts of any length.			global citizenship, from _____?
Day 2	Each group will be assigned distinct choices from the list outlined in the appendix.	<b>Interpersonal Communication:</b> I can exchange complex information about academic and professional tasks.  <b>Presentational Speaking:</b> I can present complex information on many concrete topics and related issues.  <b>Presentational Writing:</b> I can write using target language and culture conventions to present and elaborate a point of view.  <b>Interpretive Reading:</b> I can understand narrative, descriptive, and informational texts of any length.		<a href="#">Students' choice</a>	<ul style="list-style-type: none"> <li>What did you observe, especially in relation to global citizenship, in _____?</li> <li>How would you identify, incorporating the notion of global citizenship, _____?</li> <li>How can you describe, within the framework of global citizenship, _____?</li> </ul>

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<b>Day 3</b>	<b>Each group will be assigned distinct choices from the list outlined in the appendix.</b>	<p><b>Interpersonal Communication:</b> I can exchange complex information about academic and professional tasks.</p> <p><b>Presentational Speaking:</b> I can present complex information on many concrete topics and related issues.</p> <p><b>Presentational Writing:</b> I can write using target language and culture conventions to present and elaborate a point of view.</p> <p><b>Interpretive Reading:</b> I can understand narrative, descriptive, and informational texts of any length.</p>		<a href="#">Students' choice</a>	<ul style="list-style-type: none"> <li>How would you identify, incorporating the notion of global citizenship, _____?</li> <li>How can you describe, within the framework of global citizenship, _____?</li> <li>Will you restate, incorporating global citizenship considerations, _____?</li> <li>Elaborate on, keeping in mind the principles of global citizenship, _____?</li> </ul>
<b>Day 4</b>	<b>Each group will be assigned distinct choices from the list outlined in the appendix.</b>	<p><b>Interpersonal Communication:</b> I can exchange complex information about academic and professional tasks.</p> <p><b>Presentational Speaking:</b> I can present</p>		<a href="#">Students' choice</a>	<ul style="list-style-type: none"> <li>What would happen if, considering the perspective of global</li> </ul>

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		<p>complex information on many concrete topics and related issues.</p> <p><b>Presentational Writing:</b> I can write using target language and culture conventions to present and elaborate a point of view.</p> <p><b>Interpretive Reading:</b> I can understand narrative, descriptive, and informational texts of any length.</p>			<p>citizenship, _____?</p> <ul style="list-style-type: none"> <li>What is the main idea, particularly from the standpoint of global citizenship, of _____?</li> <li>What can you say, particularly with respect to global citizenship, about _____?</li> </ul>
Day 5	Each group will be assigned distinct choices from the list outlined in the appendix.	<p><b>Interpersonal Communication:</b> I can exchange complex information about academic and professional tasks.</p> <p><b>Presentational Speaking:</b> I can present complex information on many concrete topics and related issues.</p> <p><b>Presentational Writing:</b> I can write using target language and culture conventions to present and elaborate a point of</p>		<a href="#">Students' choice</a>	<p>Following the conclusion and compilation of the previous day's activities, students, organized in groups of 2 to 3, will proceed to deliver their presentations. This will be followed by Q&amp;A sessions, each constrained within time</p>

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		view.  <b>Interpretive Reading:</b> I can understand narrative, descriptive, and informational texts of any length.			limits of 5-10 minutes,  as the schedule permits.
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Resources	
<a href="https://friendlyarabic.medium.com/giving-opinions-in-arabic-5098940314b4">https://friendlyarabic.medium.com/giving-opinions-in-arabic-5098940314b4</a> <a href="https://files.eric.ed.gov/fulltext/EJ1182919.pdf">https://files.eric.ed.gov/fulltext/EJ1182919.pdf</a> <a href="https://chat.openai.com">https://chat.openai.com</a> <a href="https://chat.openai.com/">https://chat.openai.com/</a>	

\*Here are some suggested topics with related vocabularies/terms

- [Global Environmental Issues](#)
- [Human Rights and Social Justice](#)
- [Human population.](#)
- [Artificial Intelligence](#)
- [Human trafficking](#)

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## Appendix

Here are guiding questions designed to guide and structure daily group discussions on the chosen topic.

1. How would you compare, in the context of global citizenship, \_\_\_\_\_? Contrast \_\_\_\_\_?
2. How would you clarify the meaning, especially concerning global citizenship, of \_\_\_\_\_?
3. How would you differentiate between, considering the aspect of global citizenship, \_\_\_\_\_?
4. How would you generalize, with a focus on global citizenship, \_\_\_\_\_?
5. How would you express, taking into account the concept of global citizenship, \_\_\_\_\_?
6. What can you infer, particularly regarding global citizenship, from \_\_\_\_\_?
7. What did you observe, especially in relation to global citizenship, in \_\_\_\_\_?
8. How would you identify, incorporating the notion of global citizenship, \_\_\_\_\_?
9. How can you describe, within the framework of global citizenship, \_\_\_\_\_?
10. Will you restate, incorporating global citizenship considerations, \_\_\_\_\_?
11. Elaborate on, keeping in mind the principles of global citizenship, \_\_\_\_\_?
12. What would happen if, considering the perspective of global citizenship, \_\_\_\_\_?
13. What is the main idea, particularly from the standpoint of global citizenship, of \_\_\_\_\_?
14. What can you say, particularly with respect to global citizenship, about \_\_\_\_\_?

**Note to the teacher:**

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**In an advanced Arabic language class focused on global citizenship, students can explore a variety of topics that encourage critical thinking, cross-cultural understanding, and engagement with global issues with the intent of increasing their awareness. Students may choose one or more of the following topics, meanwhile, they are free to choose something different after discussing it with the teacher.**

في سياق صف اللغة العربية المتقدم، يشير مفهوم "المواطنة العالمية" إلى تطوير مهارات اللغة والفهم الثقافي التي تمكن الأفراد من التفاعل مع المجتمع الدولي بفعالية. المواطنة العالمية تتجاوز الإجابة اللغوية ؛ إذ تتضمن وعياً أوسع بالقضايا العالم والحساسية الثقافية، والقدرة على التواصل والتعاون مع أشخاص من خلفيات متنوعة.

فيما يلي أمثلة لما قد يتضمنه مفهوم "المواطنة العالمية" في سياق صف لغة عربية متقدم:

#### **الإجابة اللغوية:**

مهارات لغوية متقدمة: إتقان اللغة العربية على مستوى متقدم، يشمل المهارات القرائية والكتابية واللفظية و العرض/التقدم والاستماع.

مفردات متخصصة: اكتساب مفردات متخصصة تتعلق بالشؤون العالمية والعلاقات الدولية والتواصل عبر الثقافات.

#### **الكفاءة الثقافية:**

الوعي الثقافي: فهم التفاصيل الثقافية والعادات في المناطق الناطقة باللغة العربية، والقدرة على التنقل في سياقات ثقافية متنوعة.

تقدير التنوع: الاعتراف بالتنوع داخل العالم العربي وعبر الثقافات العالمية.

#### **القضايا العالمية:**

فهم للتحديات العالمية: وعي بالتحديات العالمية الرئيسية مثل تغير المناخ وحقوق الإنسان وقضايا العدالة الاجتماعية، والقدرة على مناقشة هذه المواضيع باللغة العربية.

التفكير النقدي: تطوير مهارات التفكير النقدي لتحليل وتقييم القضايا العالمية من منظورات مختلفة.

#### **التواصل الفعال:**

التواصل بين الثقافات: القدرة على التواصل بفعالية مع أفراد من خلفيات ثقافية مختلفة باستخدام اللغة والاتيكيت المناسبة.

مهارات التفاوض: مهارات للمشاركة في مناقشات دبلوماسية أو تجارية باللغة العربية، مساهمة في التعاون الدولي.

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### المسؤولية الاجتماعية:

التحفيز والنشاط: فهم دور اللغة في التحفيز لتغيير اجتماعي ومعالجة القضايا العالمية.

المشاركة المجتمعية: تشجيع الطلاب على استخدام مهاراتهم اللغوية للمساهمة بشكل إيجابي في مجتمعاتهم والعالم.

### التكنولوجيا والإعلام:

التواصل الرقمي: الاجادة في استخدام الأدوات والمنصات الرقمية للتواصل الثقافي، والتعاون، ومتابعة الأحداث العالمية.

في ختام الأمر، تشمل المواطنة العالمية في سياق صف لغة عربية متقدم ليس فقط الاجادة اللغوية ولكن أيضاً الفهم العميق للقضايا العالمية، والكفاءة الثقافية، والقدرة على التواصل بفعالية في سياقات دولية متنوعة. إنها تمكن الأفراد من أن يكونوا مشاركين فعالين في المجتمع العالمي، معززين التعاون والفهم عبر الحدود.

## Guidelines for Articles or Resources for Building Background Knowledge:

### Relevance to Topic:

- Ensure that the articles or resources are directly related to the topic or subject matter being studied.

### Credibility of Sources:

- Emphasize the use of reputable and credible sources such as academic journals, established publications, or recognized experts in the field.

### Publication Date:

- Encourage students to prioritize recent publications to ensure that the information is up-to-date and reflects the current state of knowledge.

### Diversity of Perspectives:

- Advocate for a variety of perspectives and opinions on the topic to provide a well-rounded understanding.

### Academic Rigor:

- Look for articles or resources that demonstrate academic rigor, including well-researched content, logical arguments, and evidence-based information.

### Accessible Language:

- Consider the accessibility of language to ensure that the materials are comprehensible to the target audience.

### Multimodal Resources:



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- Encourage the use of a variety of resources, including articles, videos, podcasts, and interactive content to engage different learning styles.

**Peer-Reviewed Journals:**

- Encourage the use of peer-reviewed journals, as they undergo a rigorous evaluation process by experts in the field.

**Cross-disciplinary Approach:**

- Suggest exploring resources from various disciplines to gain a broader perspective on the topic.

**Current Events Integration:**

- Encourage the exploration of news articles or resources that connect the topic to current events, making the learning experience more relevant.

**Annotation and Reflection:**

- Prompt students to annotate key points and reflect on the significance of the information as they review the articles or resources.

**Collaborative Exploration:**

- Foster collaborative learning by recommending group discussions or shared reflections on the selected materials.

By following these guidelines, students can engage with high-quality, diverse, and relevant resources to build a solid foundation of background knowledge on their chosen topic.

### **Additional activities to consider in the process of preparing group presentations:**

#### **Story 1: "The International Pen Pals" (الأصدقاء الدوليون)**

في يوم من الأيام، قرر طلاب صف دراسة اللغة العربية أن يبدأوا مشروعًا لتواصلهم مع طلاب من حول العالم. قاموا بالكتابة إلى طلاب في بلدان مختلفة، يتبادلون المعلومات حول ثقافتهم وحياتهم اليومية.

وجد الطلاب أن هذا التواصل زاد من تحسين لغتهم العربية، ولكن أهم شيء هو أنهم أصبحوا يفهمون العالم بشكل أفضل. تعلموا عن التحديات التي تواجهها بلدان أخرى، وأصبحوا أكثر وعيًا بالتنوع الثقافي الذي يحيط بهم.

#### **Story 2: "The Global Classroom" (الفصل الدراسي العالمي)**

كان هناك فصل دراسي استخدم تقنيات الاتصال عبر الإنترنت للتواصل مع طلاب من مختلف أنحاء العالم. كل أسبوع، كانوا يجتمعون عبر الفيديو لمناقشة مواضيع عالمية، مثل التغير المناخي وحقوق الإنسان.

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كان هذا التفاعل يساعد الطلاب على تطوير مهاراتهم في اللغة العربية وكذلك تعزيز وعيهم الدولي. أصبحوا جزءاً من مجتمع عالمي، حيث تم تبادل الأفكار والآراء بينهم، وتعزيز التعاون عبر الثقافات.

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