

# Arabic I Curriculum



## Grades 9-12: Unit One

Title: All About Me

## *Course Description*

### **Philosophy**

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers' countries while learning the language and cultural expressions
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

### **Overview**

The Arabic Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for interdependent world.

The World Languages units for grades 9-12 consist of the following seven thematic units of study:

1. Unit 1 - All About Me
2. Unit 2 - School Days
3. Unit 3 - Home, Sweet Home
4. Unit 4 - Food, Glorious Food
5. Unit 5 - Celebrations!
6. Unit 6 - Migratory Animals
7. Unit 7 - Going Green

# Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

## ➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## ➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## ➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

## ➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

## ➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

## ➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<b>Pacing Chart – Unit 1</b>			
#	Student learning Objective	CCSS	4 weeks
1	Exchange culturally appropriate Arabic introductions, greetings, and leave taking.	<b>7.1.NM.B.3</b>	
2	Ask and respond to questions about physical characteristics, personality qualities, likes, dislikes, preferences, and pastime activities using digital voice recorders and face-to-face communication.	<b>7.1.NM.B.1</b> <b>7.1.NM.B.4</b>	
3	Skim and scan culturally authentic Arabic language audio, video, or written text to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes, dislikes, and preferences.	<b>7.1.NM.A.1</b> <b>7.1.NM.A.4</b>	
4	Model and apply appropriate intonation for asking different types of questions and statements including name, age, and expressions used to indicate location.	<b>7.1.NM.B.3</b> <b>7.1.NM.C.4</b>	
5	Describe self and others using gender appropriate physical characteristics and personality qualities.	<b>7.1.NM.C.4</b>	
6	Describe culturally specific Arabic personal pastimes and activities. (i.e. Cafes, playing sports such as soccer, eating, singing, going to the movies, hanging out with friends, talking on the	<b>7.1.NM.C.4</b> <b>7.1.NM.C.1</b>	

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- **CRP1. Act as a responsible and contributing citizen and employee**  
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- **CRP2. Apply appropriate academic and technical skills.**  
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- **CRP3. Attend to personal health and financial well-being.**  
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- **CRP4. Communicate clearly and effectively and with reason.**  
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at

## Career Ready Practices

interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

## Career Ready Practices

- **CRP9. Model integrity, ethical leadership and effective management.**  
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
- **CRP10. Plan education and career paths aligned to personal goals.**  
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
- **CRP11. Use technology to enhance productivity.**  
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- **CRP12. Work productively in teams while using cultural global competence.**  
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## Enrichment

### **Accommodate Based on Students individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

**Enduring Understanding:**

- Sounds in languages are presented by a system that is based on letters or pictures.
- Individual experiences help shape identities.
- Language connects people.

<b>Grade: 9-12</b>	<b>Unit: One</b>	<b>Topic: All About Me</b>
--------------------	------------------	----------------------------

**New Jersey Core Curriculum Content Standards (NJCCCS):**  
 7.1.NM.A.1, 7.1.NM.A.4 , 7.1.NM.B.1, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C.4

**ACTFL Modes of Communication:**

- Interpersonal
- Interpretive
- Presentational

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<b>SLO # 1</b> Exchange culturally appropriate Arabic introductions, greetings, and leave taking.	<ul style="list-style-type: none"> <li>• How are greetings and leave taking conducted in Arabic?</li> <li>• How do I use language to communicate with</li> </ul>	The teacher will model a dialogue featuring two people greeting each other. Then, students will pair up to perform the dialogue. The teacher will	<b>Arabic Alphabet</b> <a href="http://arabic.tripod.com/Arab10.htm">http://arabic.tripod.com/Arab10.htm</a>  <b>Pronunciation</b> <a href="http://arabic.tripod.com/Arab10.htm">http://arabic.tripod.com/Arab10.htm</a>	Arabic names and their pronunciations.  Formal vs. informal communication

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>Standard:7.1.NM.B.3</b></p> <p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<p>others?</p>	<p>monitor intonation and points of articulation.</p> <p>The teacher will model a dialogue featuring two people asking about each other’s names. Then, the students will act out the dialogue. The teacher will monitor intonation and points of articulation.</p>	<p><a href="#">b10.htm#Pronunciation</a></p> <p><b>Arabic Alphabet Song</b></p> <p><a href="https://www.youtube.com/watch?v=8eXHAA8fNBg">https://www.youtube.com/watch?v=8eXHAA8fNBg</a></p> <p><b>Articles</b></p> <p><a href="http://arabic.tripod.com/Articles.htm">http://arabic.tripod.com/Articles.htm</a></p> <p>Appropriately leveled texts / materials/ videos/ visuals</p>	<p>The Arab-American connections</p>
<p><b>SLO # 2</b></p> <p>Ask and respond to questions about physical characteristics, personality qualities, likes, dislikes, preferences, and pastime activities using digital voice recorders and face-to-face communication.</p> <p><b>Standard: 7.1.NM.B.1</b></p> <p>Use digital tools to exchange basic</p>	<ul style="list-style-type: none"> <li>• How does Arab culture compare to that of the United States?</li> <li>• How does body language convey meaning when communicating in a foreign language?</li> <li>• How do I use my knowledge of language and culture to enrich my own community and</li> </ul>	<p>Provide students with a picture of two people, featuring adjectives that describe physical characteristics and personality.</p> <p>In a whole group setting, the teacher will model a dialogue between two characters expressing likes and dislikes</p>	<p>Appropriately leveled text/ materials/videos</p>	<p>Arabic and the gender/number agreement</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>Standard:7.1.NM.B.4</b></p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>broaden my opportunities?</p> <ul style="list-style-type: none"> <li>• What are common pastimes, likes, and dislikes in the Arab world</li> </ul>	<p>Students are paired up to ask/respond to questions in expressing likes and dislikes using corresponding visuals.</p>		
<p><b>SLO # 3</b></p> <p>Skim and scan culturally authentic Arabic language audio, video, or written text to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes, dislikes, and preferences.</p> <p><b>Standard: 7.1.NM.A.1</b></p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic</p>	<ul style="list-style-type: none"> <li>• How do you express preferences using the target language?</li> <li>• How do Arabic speakers express their likes and dislikes?</li> <li>• How does intonation convey meaning in asking different types of questions and statements?</li> </ul>	<p>Using visuals and a dialogue, the teacher models for students how to ask about and express preferences. Students will act out the dialogue.</p> <p><b><u>Scavenger Hunt</u></b></p> <p>Distribute images and descriptions and have students find the matching descriptions to the images using locations as indicators.</p>	<p>Appropriately leveled text/materials/</p> <p><b>Arabic Numbers</b>  <a href="http://arabic.tripod.com/VocabNumbers.htm">http://arabic.tripod.com/VocabNumbers.htm</a></p> <p><b>Images of family or celebrities</b></p> <p>Use visuals featuring rooms</p>	<p>Common activities in Arabic teenager’s life.</p> <p>In Morocco, and other Arabic speaking countries, extended families still exist even though nuclear families are on the rise.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>materials using electronic information sources related to targeted themes.</p> <p><b>Standard: 7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p><b>Standard: 7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>		<p>Students will create a family tree of their own family in Arabic. Students will report to class.</p>	<p>in a house / school.</p> <p><b>Arabic adjectives</b> <a href="http://arabic.tripod.com/Adjectives.htm">http://arabic.tripod.com/Adjectives.htm</a></p>	
<p><b>SLO # 4</b></p> <p>Model and apply appropriate intonation for asking different types of questions and statements including name, age, and expressions used to indicate location</p>	<ul style="list-style-type: none"> <li>• How does intonation convey meaning in asking different types of questions and statements?</li> <li>• How does gender, age, and culture impact statements and questions?</li> </ul>	<p><b>Centers</b></p> <p>Students will rotate between four centers and perform culturally appropriate body language and greetings based on the unique situations:</p> <p>-Meeting your friend’s parents for the first time</p>	<p><b>Introducing Self - Video</b></p> <p><a href="http://www.bing.com/videos/search?q=introducing+yourself+in+arabic&amp;view=detail&amp;mid=4BB6C01DB08CD4BB684E4BB6C01DB08CD4BB684E&amp;FORM=VIRE">http://www.bing.com/videos/search?q=introducing+yourself+in+arabic&amp;view=detail&amp;mid=4BB6C01DB08CD4BB684E4BB6C01DB08CD4BB684E&amp;FORM=VIRE</a></p>	<p>Socially appropriate greetings based on age and status.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>Standard: 7.1.NM.B.3</b>                      Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<ul style="list-style-type: none"> <li>How is spoken language different from written language?</li> </ul>	<p>-Running into your friend (s) at the cafe                      -Seeing your teacher in the hallway</p>	<p><b>Masculine and Feminine Nouns</b>  <a href="https://www.youtube.com/watch?v=x6y_fg6Pbno">https://www.youtube.com/watch?v=x6y_fg6Pbno</a></p>	
<p><b>SLO # 5</b>                      Describe self and others using gender appropriate physical characteristics and personality qualities.</p> <p><b>Standard: 7.1.NM.C.4</b>                      Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> <li>What are the similarities and differences between Arabic and American gender norms?</li> <li>What is gender?</li> <li>How can cultural awareness enhance my language learning?</li> </ul>	<p><b><u>Journal</u></b>                      Students will write in their journal the following in complete sentences:</p> <ul style="list-style-type: none"> <li>name</li> <li>age</li> <li>two physical characteristics</li> <li>two personality traits</li> <li>two likes, two dislikes and one preference</li> </ul> <p><b><u>PowerPoint Slide</u></b></p>	<p><b><u>Character Traits</u></b>  <a href="https://quizlet.com/102179479/flash-cards/">https://quizlet.com/102179479/flash-cards/</a></p> <p><b>Emotions and Personality traits vocabulary</b>  <a href="http://arabic.desert-sky.net/emotions_pers.html">http://arabic.desert-sky.net/emotions_pers.html</a></p>	<p>The use of expressions and emotions as culturally appropriate.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>With the teacher’s support and prompts, students will create a slide featuring information about themselves like place of birth, hobbies, favorite places, roles models, etc. using their knowledge of Arabic.</p>		
<p><b>SLO # 6</b>  Describe culturally specific Arabic personal pastimes and activities. (i.e. Cafes, playing sports such as soccer, eating, singing, going to the movies, hanging out with friends, talking on the phone, traveling, watching TV)  <b>Standard: 7.1.NM.C.4</b>  Present information from age- and level-appropriate, culturally authentic materials orally or in</p>	<ul style="list-style-type: none"> <li>• How do pastime activities, sports, and music reflect the Arabic culture?</li> <li>• How can learning and using a language help to assimilate into a new culture?</li> <li>• How does the study of another language and culture make people open-minded and sensitive to diversity?</li> <li>• How are language, culture and identity related?</li> </ul>	<p><b><u>Facebook Profile</u></b>  In groups of two, students will create a profile chart in Arabic, including their picture, physical characteristics, personality qualities, and pastime activities.</p> <p><b><u>Your activities</u></b>  Write a list of your activities or activities that interest you. In pairs, take turns in asking/answering questions about activities.</p>	<p><b>Pastime Activities</b>  <a href="https://quizlet.com/mdargal1/folders/pastime-activities-hobbies">https://quizlet.com/mdargal1/folders/pastime-activities-hobbies</a></p> <p>Appropriately leveled texts /materials/ videos</p>	<p>The importance of sports in a teenager’s life.</p> <p>The significance of soccer in Morocco and Arabic-speaking world.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>writing.</p> <p><b>Standard: 7.1.</b> Interpret highlights from a culturally authentic Arabic language passage orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime.</p> <p><b>Standard: 7.1.NM.C.1</b> Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>Standard: 7.1.NM.C.4</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> <li>• How are pastimes and preferences influenced by culture?</li> <li>• What are culturally specific pastimes and preferences in the Arab World?</li> </ul>	<p><b><u>Multimedia Presentation</u></b> <b><u>iMovie</u></b> Create an iMovie showing a series of activities in an Arabic teenager’s daily life.</p> <p><b><u>Email/Twitter</u></b> Narrate your daily activities to your Arabic pen pal in an e-mail.</p>		

## Unit 1 Vocabulary

### هذا أنا

Greetings / <u>تحيات</u>	Introductions / <u>تعريف / تقديم</u>	Self-Description / <u>وصف الذات</u>	Preferences / <u>أولوياتي</u>
السلام عليكم	ما إسمك؟	عندي -----	ماذا تحب أن تفعل؟
مرحبا	كيف تكتب ذلك؟	عنده -----	ماذا تحبين أن تفعلي؟
مع السلامة	كم عمرك؟ / كم سنك؟	عندها -----	أحب أن .....
كيف حالك	عندي ----- سنة.	شعر أشقر	أحب كثيراً أن .....
هل أنت بخير	متى عيد ميلادك؟	شعر بني	أفضل أن .....
و أنت؟ و أنتم؟	عيد ميلادي يوم -----	شعر أسود	أتكلم اللغة الانجليزية
كل تمام؟	أين تسكن؟	شعر طويل	أتكلم اللغة العربية
الحمد لله	أين تسكنين؟	أنا عندي:	أتكلم اللغة الا سبانية
بخير	أسكن بمدينة -----	عيون زرقاء	أتكلم اللغة الفرنسية
شكرا	أين تدرس؟	عيون خضراء	أشاهد التلفاز
من فضلك	أين تدرسين؟	عيون بنية	اتصل بصديقي
	أدرس في -----	عيون عسل	أنظم حفلة
	كم عمره؟ / كم سنه؟	أنا:	أسمع الموسيقى
	كم عمرها؟ / كم سنها؟	طويل / طويلة	أسمع الراديو
	عنده ----- سنة.	قصير / قصيرة	أدرس

Unit 1 Vocabulary

هذا أنا

Unit 1 Vocabulary			
هذا أنا			
	عندها ----- سنة .	جميل / جميلة مضحك / مضحكة جدي / جدية رياضي / رياضية خجول / خجولة اجتماعي / إجتماعية كسول / كسولة شغول / شغولة ذكي / ذكية مهم / مهمة شرير / شريرة	أسافر أزور المغرب أعمل أكل أسبح أرقص أغني أكل في مطعم ألعب بالالعاب الالكترونية ألعب كرة القدم ألعب كرة السلة
Asking for information/ طلب معلومات	Where is he/she? / أين هو؟ / أين هي؟	Verbs/ افعال	Other words and phrases/ كلمات أخرى
أين؟ إلى أين؟ متى؟ مع من؟ في أي ساعة؟	أين طارق؟ أين هند؟ هو / هي في ..... البيت / المنزل المقهى	كتب رسم مسح كان دخل خرج	كذلك كثيراً جداً بعد قبل لكن

Unit 1 Vocabulary

هذا أنا

	السينما المطعم القسم المغرب المدينة عطلة	أكل حضر صار كسر بنى إشترى باع نام ذهب	
Numbers / الأعداد			
صفر واحد اثنان ثلاثة أربعة خمسة ستة سبعة ثمانية تسعة عشرة	أحد عشر اثنان عشر ثلاثة عشر أربعة عشر خمسة عشر ستة عشر سبعة عشر ثمانية عشر تسعة عشر عشرون	واحد و عشرون اثنان و عشرون ثلاثة و عشرون أربعة و عشرون خمسة و عشرون ستة و عشرون سبعة و عشرون ثمانية و عشرون تسعة و عشرون ثلاثون	أربعون خمسون ستون سبعون ثمانون تسعون مئة

## Unit Project (Choose 1)

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>Design and create a postcard or video message in Arabic that you will send to your Moroccan pen pal. Include personal information, name, age, as well as description of yourself.</p> <p>Rubric Required</p>	<p>Create a PowerPoint, Glogster, or iMovie presentation about yourself from childhood in Arabic. Share with your audience your personal information, birthplace, given name, description of you as an infant, toddler and now. Use physical characteristics, personality traits, likes and dislikes and pastime activities. You may include pictures of yourself in different stages of your life.</p> <p>Rubric Required</p>