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
<table>
<thead>
<tr>
<th>Technology Operations and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Digital Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</td>
</tr>
<tr>
<td>• Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.</td>
</tr>
<tr>
<td>• Compare and contrast policies on filtering and censorship both locally and globally.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking, Problem Solving, Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</td>
</tr>
<tr>
<td>#</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>

### Processing
- Extra Response time
- Have students verbalize steps
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Provide a warning for transitions
- Reading partners

### Comprehension
- Precise step-by-step directions
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

### Recall
- Teacher-made checklist
- Use visual graphic organizers
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers
<table>
<thead>
<tr>
<th>Enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodate Based on Students individual Needs: Strategies</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>Grade: 9-12</th>
<th>Unit: One</th>
<th>Topic: All About Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTFL Modes of Communication:**
- Interpersonal
- Interpretive
- Presentational

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Cultural Practices, Products, and Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO # 1</td>
<td>How are greetings and leave taking conducted in Arabic? How do I use language to communicate with</td>
<td>The teacher will model a dialogue featuring two people greeting each other. Then, students will pair up to perform the dialogue. The teacher will</td>
<td>Arabic Alphabet <a href="http://arabic.tripod.com/Arab10.htm">http://arabic.tripod.com/Arab10.htm</a></td>
<td>Arabic names and their pronunciations.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
<td>Essential Questions</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Cultural Practices, Products, and Perspectives</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Standard: 7.1.NM.B.3</strong></td>
<td>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</td>
<td>monitor intonation and points of articulation. 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.</td>
<td>b10.htm#Pronunciation Arabic Alphabet Song <a href="https://www.youtube.com/watch?v=8eXHAa8fNBg">https://www.youtube.com/watch?v=8eXHAa8fNBg</a> Articles <a href="http://arabic.tripod.com/Articles.htm">http://arabic.tripod.com/Articles.htm</a></td>
<td>The Arab-American connections</td>
</tr>
<tr>
<td><strong>SLO # 2</strong></td>
<td>How does Arab culture compare to that of the United States? How does body language convey meaning when communicating in a foreign language? How do I use my knowledge of language and culture to enrich my own community and others?</td>
<td>Provide students with a picture of two people, featuring adjectives that describe physical characteristics and personality. In a whole group setting, the teacher will model a dialogue between two characters expressing likes and dislikes</td>
<td>Appropriately leveled text/materials/videos</td>
<td>Arabic and the gender/number agreement</td>
</tr>
<tr>
<td><strong>Standard: 7.1.NM.B.1</strong></td>
<td>Use digital tools to exchange basic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Resources**

- b10.htm#Pronunciation
- Arabic Alphabet Song https://www.youtube.com/watch?v=8eXHAa8fNBg
- Articles http://arabic.tripod.com/Articles.htm

**Cultural Practices, Products, and Perspectives**

- The Arab-American connections
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Cultural Practices, Products, and Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information at the word and memorized-phrase level related to self and targeted themes.</td>
<td><strong>Standard: 7.1.NM.B.4</strong>&lt;br&gt;Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>Students are paired up to ask/respond to questions in expressing likes and dislikes using corresponding visuals.</td>
<td>Appropriately leveled text/materials/Arabic Numbers&lt;br&gt;<a href="http://arabic.tripod.com/VocabNumbers.htm">http://arabic.tripod.com/VocabNumbers.htm</a></td>
<td>Common activities in Arabic teenager’s life.</td>
</tr>
<tr>
<td><strong>SLO # 3</strong>&lt;br&gt;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.</td>
<td><strong>Standard: 7.1.NM.A.1</strong>&lt;br&gt;Recognize familiar spoken or written words and phrases contained in culturally authentic</td>
<td>Using visuals and a dialogue, the teacher models for students how to ask about and express preferences. Students will act out the dialogue.</td>
<td>Scavenger Hunt:&lt;br&gt;Distribute images and descriptions and have students find the matching descriptions to the images using locations as indicators.</td>
<td>In Morocco, and other Arabic speaking countries, extended families still exist even though nuclear families are on the rise.</td>
</tr>
<tr>
<td></td>
<td><strong>How do you express preferences using the target language?</strong>&lt;br&gt;<strong>How do Arabic speakers express their likes and dislikes?</strong>&lt;br&gt;<strong>How does intonation convey meaning in asking different types of questions and statements?</strong></td>
<td><strong>Scavenger Hunt</strong>&lt;br&gt;Distribute images and descriptions and have students find the matching descriptions to the images using locations as indicators.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
<td>Essential Questions</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Cultural Practices, Products, and Perspectives</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>materials using electronic information sources related to targeted themes.</td>
<td><strong>Standard: 7.1.NM.A.4</strong> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td>Students will create a family tree of their own family in Arabic. Students will report to class.</td>
<td>in a house / school.</td>
<td>Arabic adjectives <a href="http://arabic.tripod.com/Adjectives.htm">http://arabic.tripod.com/Adjectives.htm</a></td>
</tr>
<tr>
<td></td>
<td><strong>Standard: 7.1.NM.A.4</strong> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO # 4</td>
<td><strong>How does intonation convey meaning in asking different types of questions and statements?</strong>  <strong>How does gender, age, and culture impact statements and questions?</strong></td>
<td><strong>Centers</strong> Students will rotate between four centers and perform culturally appropriate body language and greetings based on the unique situations:  -Meeting your friend’s parents for the first time</td>
<td><strong>Introducing Self - Video</strong> <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></td>
<td>Socially appropriate greetings based on age and status.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
<td>Essential Questions</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Cultural Practices, Products, and Perspectives</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| **Standard: 7.1.NM.B.3**         | How is spoken language different from written language? | -Running into your friend(s) at the cafe  
-Seeing your teacher in the hallway | Masculine and Feminine Nouns  
[https://www.youtube.com/watch?v=x6y_fg6Pbno](https://www.youtube.com/watch?v=x6y_fg6Pbno) |  |
| **SLO # 5**                      | What are the similarities and differences between Arabic and American gender norms?  
What is gender?  
How can cultural awareness enhance my language learning? | **Journal**  
Students will write in their journal the following in complete sentences:  
- name  
- age  
- two physical characteristics  
- two personality traits  
- two likes, two dislikes and one preference | **Character Traits**  
[https://quizlet.com/102179479/flash-cards/](https://quizlet.com/102179479/flash-cards/)  
**Emotions and Personality traits vocabulary**  
[http://arabic.desert-sky.net/emotions_pers.html](http://arabic.desert-sky.net/emotions_pers.html) | The use of expressions and emotions as culturally appropriate. |
<p>| <strong>Standard: 7.1.NM.C.4</strong>         | | <strong>PowerPoint Slide</strong> | |  |</p>
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Cultural Practices, Products, and Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO # 6</td>
<td>How do pastime activities, sports, and music reflect the Arabic culture?</td>
<td>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.</td>
<td>Pastime Activities <a href="https://quizlet.com/mdargal1/folders/pastime-activities-hobbies">https://quizlet.com/mdargal1/folders/pastime-activities-hobbies</a></td>
<td>The importance of sports in a teenager’s life.</td>
</tr>
<tr>
<td></td>
<td>How can learning and using a language help to assimilate into a new culture?</td>
<td>Facebook Profile In groups of two, students will create a profile chart in Arabic, including their picture, physical characteristics, personality qualities, and pastime activities.</td>
<td><a href="https://quizlet.com/mdargal1/folders/pastime-activities-hobbies">Pastime Activities</a></td>
<td>The significance of soccer in Morocco and Arabic-speaking world.</td>
</tr>
<tr>
<td></td>
<td>How does the study of another language and culture make people open-minded and sensitive to diversity?</td>
<td>Your activities Write a list of your activities or activities that interest you. In pairs, take turns in asking/answering questions about activities.</td>
<td>Appropriately leveled texts/materials/videos</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How are language, culture and identity related?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
<td>Essential Questions</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Cultural Practices, Products, and Perspectives</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>writing.</td>
<td>How are pastimes and preferences influenced by culture?</td>
<td>Multimedia Presentation iMovie</td>
<td>Resources</td>
<td>Cultural Practices, Products, and Perspectives</td>
</tr>
<tr>
<td><strong>Standard: 7.1.</strong> Interpret highlights from a culturally authentic Arabic language passage orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime.</td>
<td>What are culturally specific pastimes and preferences in the Arab World?</td>
<td>Create an iMovie showing a series of activities in an Arabic teenager’s daily life.</td>
<td>Email/Twitter Narrate your daily activities to your Arabic pen pal in an e-mail.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard: 7.1.NM.C.1</strong> 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard: 7.1.NM.C.4</strong> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greetings / تحيات</td>
<td>Introductions / تقديم / تعريف</td>
<td>Self-Description / وصف الذات</td>
<td>Preferences / أولوياتي</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>السلام عليكم</td>
<td>ما اسمك؟</td>
<td>عدي</td>
<td>ماذا تحب أن تفعل؟</td>
<td></td>
</tr>
<tr>
<td>مرحبًا</td>
<td>كيف تكتب ذلك؟</td>
<td>عدي</td>
<td>ماذا تحبين أن تفعلي؟</td>
<td></td>
</tr>
<tr>
<td>مع السلامة</td>
<td>كم عمرك؟ / كم سنك؟</td>
<td>عدي - سنة</td>
<td>أحب أن</td>
<td></td>
</tr>
<tr>
<td>كيف حالك</td>
<td>متيعيد ميلادك؟</td>
<td>عدي - سنة</td>
<td>أحب كثيراً أن</td>
<td></td>
</tr>
<tr>
<td>هل أنت بخير؟</td>
<td>عيد ميلادي؟</td>
<td>عدي - سنة</td>
<td>أفضل أن</td>
<td></td>
</tr>
<tr>
<td>و أنت؟ وأنت؟؟</td>
<td>ماذا تكتب ذلك؟</td>
<td>عدي</td>
<td>أتكلم اللغة الإنجليزية</td>
<td></td>
</tr>
<tr>
<td>كل تمام؟</td>
<td>كم عمرك؟ / كم سنك؟</td>
<td>عدي - سنة</td>
<td>أتكلم اللغة العربية</td>
<td></td>
</tr>
<tr>
<td>الحمد لله</td>
<td>كم عمرك؟ / كم سنك؟</td>
<td>عدي - سنة</td>
<td>أتكلم اللغة الإسبانية</td>
<td></td>
</tr>
<tr>
<td>بخير</td>
<td>كم عمرك؟ / كم سنك؟</td>
<td>عدي - سنة</td>
<td>أتكلم اللغة الفرنسية</td>
<td></td>
</tr>
<tr>
<td>شفرا</td>
<td>كم عمرك؟ / كم سنك؟</td>
<td>عدي - سنة</td>
<td>أشاهد التلفاز</td>
<td></td>
</tr>
<tr>
<td>من فضلك</td>
<td>كم عمرك؟ / كم سنك؟</td>
<td>عدي - سنة</td>
<td>اتصل بصديقي</td>
<td></td>
</tr>
<tr>
<td></td>
<td>كم عمرك؟ / كم سنك؟</td>
<td>عدي - سنة</td>
<td>أنظم حفلة</td>
<td></td>
</tr>
<tr>
<td></td>
<td>كم عمرك؟ / كم سنك؟</td>
<td>عدي - سنة</td>
<td>أسمع الموسيقى</td>
<td></td>
</tr>
<tr>
<td></td>
<td>كم عمرك؟ / كم سنك؟</td>
<td>عدي - سنة</td>
<td>أسمع الراديو</td>
<td></td>
</tr>
<tr>
<td></td>
<td>كم عمرك؟ / كم سنك؟</td>
<td>عدي - سنة</td>
<td>أرسد</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 1 Vocabulary

<table>
<thead>
<tr>
<th>Asking for information/ طلب معلومات</th>
<th>Where is he/she? / أين هو؟ / أين هي؟</th>
<th>Verbs/ أفعال</th>
<th>Other words and phrases/كلمات أخرى</th>
</tr>
</thead>
<tbody>
<tr>
<td>أين؟</td>
<td>أين هي؟، أين هو؟</td>
<td>كتاب</td>
<td>كذلك</td>
</tr>
<tr>
<td>إلى أين؟</td>
<td></td>
<td>مرس</td>
<td>كثيراً</td>
</tr>
<tr>
<td>متى؟</td>
<td>قامت</td>
<td>كتب</td>
<td>جداً</td>
</tr>
<tr>
<td>مع من؟</td>
<td>مثلما هو هي في</td>
<td>رس</td>
<td>بعد</td>
</tr>
<tr>
<td>في أي ساعة؟</td>
<td>البيت / المنزل</td>
<td>مثلما هو هي في</td>
<td>قبل</td>
</tr>
<tr>
<td></td>
<td>المقهى</td>
<td></td>
<td>لكن</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Unit 1 Vocabulary

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>هذا أنا</td>
<td>how are you</td>
</tr>
<tr>
<td>السينما</td>
<td>cinema</td>
</tr>
<tr>
<td>المطعم</td>
<td>restaurant</td>
</tr>
<tr>
<td>القسم</td>
<td>section</td>
</tr>
<tr>
<td>المغرب</td>
<td>Morocco</td>
</tr>
<tr>
<td>المدينة</td>
<td>city</td>
</tr>
<tr>
<td>عطلة</td>
<td>holiday</td>
</tr>
<tr>
<td>أكل</td>
<td>eat</td>
</tr>
<tr>
<td>حضر</td>
<td>have</td>
</tr>
<tr>
<td>صار</td>
<td>become</td>
</tr>
<tr>
<td>كسر</td>
<td>break</td>
</tr>
<tr>
<td>بني</td>
<td>build</td>
</tr>
<tr>
<td>اشترى</td>
<td>buy</td>
</tr>
<tr>
<td>باع</td>
<td>sell</td>
</tr>
<tr>
<td>نام</td>
<td>sleep</td>
</tr>
<tr>
<td>ذهب</td>
<td>go</td>
</tr>
</tbody>
</table>

## Numbers/الاعداد

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>صفر</td>
<td>zero</td>
</tr>
<tr>
<td>واحد</td>
<td>one</td>
</tr>
<tr>
<td>اثنان</td>
<td>two</td>
</tr>
<tr>
<td>ثلاثة</td>
<td>three</td>
</tr>
<tr>
<td>أربعة</td>
<td>four</td>
</tr>
<tr>
<td>خمسة</td>
<td>five</td>
</tr>
<tr>
<td>ستة</td>
<td>six</td>
</tr>
<tr>
<td>سبعة</td>
<td>seven</td>
</tr>
<tr>
<td>ثمانية</td>
<td>eight</td>
</tr>
<tr>
<td>تسعة</td>
<td>nine</td>
</tr>
<tr>
<td>عشرون</td>
<td>twenty</td>
</tr>
<tr>
<td>واحد و عشرون</td>
<td>twenty-one</td>
</tr>
<tr>
<td>اثنان و عشرون</td>
<td>twenty-two</td>
</tr>
<tr>
<td>ثلاثة و عشرون</td>
<td>twenty-three</td>
</tr>
<tr>
<td>أربعة و عشرون</td>
<td>twenty-four</td>
</tr>
<tr>
<td>خمسة و عشرون</td>
<td>twenty-five</td>
</tr>
<tr>
<td>ستة و عشرون</td>
<td>twenty-six</td>
</tr>
<tr>
<td>سبعة و عشرون</td>
<td>twenty-seven</td>
</tr>
<tr>
<td>ثمانية و عشرون</td>
<td>twenty-eight</td>
</tr>
<tr>
<td>تسعة و عشرون</td>
<td>twenty-nine</td>
</tr>
<tr>
<td>ثلاثون</td>
<td>thirty</td>
</tr>
<tr>
<td>أربعون</td>
<td>forty</td>
</tr>
<tr>
<td>خمسون</td>
<td>fifty</td>
</tr>
<tr>
<td>ستون</td>
<td>sixty</td>
</tr>
<tr>
<td>سبعون</td>
<td>seventy</td>
</tr>
<tr>
<td>ثمانون</td>
<td>eighty</td>
</tr>
<tr>
<td>تسعمائة</td>
<td>one hundred</td>
</tr>
<tr>
<td>مئة</td>
<td>hundred</td>
</tr>
</tbody>
</table>

---

*Note: The table above lists Arabic words and their English translations.*
## Unit Project (Choose 1)

<table>
<thead>
<tr>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Rubric Required</td>
<td>Rubric Required</td>
</tr>
</tbody>
</table>