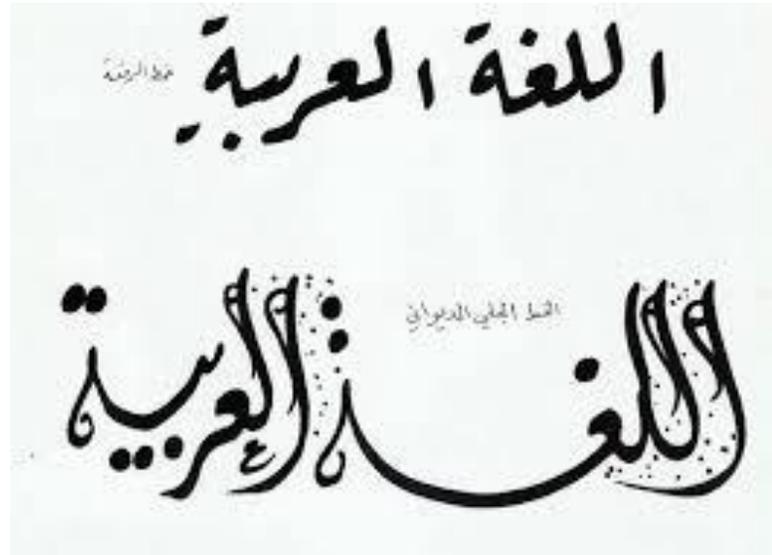


Arabic I Curriculum



Grades 9-12: Unit Three

Title: Home, Sweet Home

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

Pacing Chart – Unit 3			
#	Student learning Objective	CCSS	6 weeks
1	Skim and scan age and level appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in a home, the names of rooms in a home, common household items and household chores.	7.1.NM.A.1 7.1.NM.A.4 7.1.NM.A.5	
2	Skim and scan culturally authentic texts to identify cultural products and practices related to home life.	7.1.NM.A.3	
3	Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.	7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1	
4	Retell highlights from age and level appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture.	7.1.NM.C4	

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.

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

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:

- Many products and practices related to home and community are shared across cultures; others are culture specific.

Grade: 9-12	Unit: Three	Topic: Home, Sweet Home
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A1, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.1, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C4		
ACTFL Modes of Communication:		
<ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 1 Skim and scan age and level appropriate culturally authentic audio, video or written text from electronic information sources and	<ul style="list-style-type: none"> • How do homes differ across cultures in terms of architecture and functionality? • How does home life in your culture differ from 	<u>Role Play</u> Imagine you are a real estate agent in groups of 2-4 take your classmates on a house tour. Students will choose from among three house plans.	In the house: https://youtu.be/bEkd9_CanTY House Vocabulary in Arabic	The majority of men in Morocco and other Arabic speaking countries like to spend some time with friends in neighborhood cafes.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>other sources to identify types of furniture found in a home, the names of rooms in a home, common household items and household chores.</p> <p>Standard:7.1.NM.A1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>Standard:7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>Standard:7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-</p>	<p>the home life in Morocco and the Arab world?</p> <ul style="list-style-type: none"> • How do household chores for American and Arab teens differ? • How do household responsibilities in different regions reflect culture? • How does summer living in Morocco differ from that of the United States? • What is the ratio of condominium & apartment dwelling to private homes in Morocco and the United States? • What does home size and design imply about a culture? • The rise of Home Depot and Lowes stores is a 	<p><u>Matching</u> Given a series of people descriptions, students will choose a dwelling from a newspaper ad provided that is best suited to each lifestyle and preferences Home Design Project Design your dream home using Arabic vocabulary.. Create a poster showing the overall layout, size of each room and overall aesthetics.</p> <p><u>Photo Talk</u> Students will randomly be given photos of homes and/or rooms and will be asked to talk about it in Arabic. Students may also bring in their own photos of their home and/or rooms. Students are expected to recognize the furniture and items found in the rooms.</p>	<p>https://www.youtube.com/watch?v=REmgm6JPYyE&nhtml5=False</p> <p>Moroccan Décor ideas:</p> <p>https://www.google.com/search?site=&tbm=isch&source=hp&biw=1536&bih=740&q=decorating+homes+in+morocco+&oq=decorating+homes+in+morocco+&gs_l=img.12...138569.155855.0.158880.36.20.4.12.12.0.153.1889.15j5.20.0...0...1ac.1.64.img..0.26.1985.TfH0dJFqzjQ#imgrc=qD_JwMzZcvXe0M%3A</p> <p>Basic Questions in Arabic</p> <p>https://www.pinterest.com/pin/399413060675063006/</p>	<p>It was not the norm for women to hang out in cafes before, but this is changing recently.</p> <p>In Moroccan culture, it is the norm to spend time in cafés rather than to invite someone over for coffee.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>appropriate, culturally authentic materials on familiar topics.</p>	<p>testimony to American obsession with home improvements. Do people in the Arab World engage in the same home remodeling and repairing practices?</p>	<p><u>Map</u> Prepare a map of your city on which you label key places and buildings in your community in Arabic. Share your map with a partner and describe the various locations in Arabic</p>	<p>Moroccan-Arabic Inspired Homes https://www.pinterest.com/MalikaRayyan/interior-design-moroccan-and-arabic-inspired/</p>	
<p>SLO # 2 Skim and scan culturally authentic texts to identify cultural products and practices related to home life.</p> <p>Standard: 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	<ul style="list-style-type: none"> • How are people and things described differently in the Arabic language? • How do you identify objects? • What is home-life like in Morocco or any other Arabic country? • How do you communicate in Arabic to fulfill daily needs? 	<p><u>Graphic organizer game</u> In groups, one student thinks of a room or area of the house while the rest of the group take turns guessing articles of furniture or other house-related terms. If the guess pertains, the leader writes it inside of a circle. If it does not, he writes it outside. Guessing continues until someone correctly identifies the room.</p>	<p>My Room https://quizlet.com/130838549/the-things-i-have-in-my-room-flash-cards/</p> <p>Where Do You live? https://quizlet.com/132196292/where-do-you-live-m-dargal-flash-cards/</p>	<p>Extended families living in family homes used to be the norm in Morocco. Married sons would live in parents’ home and married daughters would move out to live in in-laws’ home. This has changed dramatically. With the increasing number of women having jobs and independence, married couples are moving out parents’ homes to live in apartment buildings.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>SLO # 3 Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.</p> <p>Standard:7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>Standard: 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words</p>	<ul style="list-style-type: none"> • How would you describe your home, furniture, and chores? • How is spoken language different from written language? 	<p><u>Label</u> Given the layout of a home, students will label rooms and items accordingly.</p> <p><u>Survey</u> Conduct a survey to find out where your classmates live: apartments, single homes, multi-family homes, etc. Analyze the data and present percentages.</p> <p><u>Presentation</u> Create a multimedia rich presentation to compare homes and household chores in the home and target cultures.</p> <p><u>Real Estate Advertisement</u> Create an advertisement for a home you have that you would either like to sell or rent. Include in your</p>	<p>Household Chores https://quizlet.com/130909366/the-things-i-do-in-my-house-flash-cards/</p> <p>My Living room https://quizlet.com/131864611/the-living-room-m-dargal-flash-cards/</p> <p>The Kitchen https://quizlet.com/131807905/the-kitchen-m-dargal-flash-cards/</p>	<p>Moroccan furniture comprises a big selection of styles featuring hand painted pieces and carved cedar, demonstrating exquisite craftsmanship.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>and phrases.</p> <p>Standard: 7.1.NM.C.1</p> <p>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>advertisement,-the number of rooms, bathrooms, amenities, and the price in MAD or any other Arabic currency specified by the teacher.</p>		
<p>SLO # 4</p> <p>Retell highlights from age and level appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture.</p>	<ul style="list-style-type: none"> • How does culture impact the design and construction of homes? • What makes a home unique and different? • How is home price in Morocco similar or different from that in the United States? 	<p><u>Fair Market Value</u></p> <p>In groups of two, evaluate and compare two properties in similar settings (i.e. city, suburbs, etc.) from target culture and the U.S. Discuss the values in both currencies, property size, number of rooms and bathrooms, amenities, etc.)</p>	<p>Décor Images</p> <p>https://www.google.com/search?q=ideas+to+decorate+apartment+in+morocco&espv=2&biw=1920&bih=949&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjRxcPc75jNAhWEHB4KHfl4AiEQ7AkIRg</p>	<p>Women in Morocco take pride in decorating their homes.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Standard:7.1.NM.C4 Present information from age and level appropriate, culturally authentic materials orally or in writing</p>		<p><u>My Apartment in Morocco</u> Develop a floor plan for your culturally-appropriate apartment in Morocco. Label all rooms and prepare a description of at least three. In a presentation to the class, describe the apartment and tell what is in your neighborhood. Use either a poster or a PowerPoint Presentation as a visual aid during your presentation.</p>		

Unit 3 Vocabulary

Home, Sweet Home

Home/المنزل	الأشياء/Objects	أعمال المنزلية/Household Chores	الخصائص
منزل	سرير	نشر الغسيل	كبير / كبيرة
شقة	مصباح	تحضير الطعام	صغير / صغيرة
بناية	نباتات	مسح طاولة الطعام	جميل / جميلة
غرفة	أريكة	غسل الملابس	تقليدي / تقليدية
مطبخ	وسادة	تنظيف البيت	مريح / مريحة
غرفة الطعام	بطانية		عصري / عصرية
غرفة المعيشة	راديو		سقف
غرفة الأسرة	تلفاز		جدران
غرفة النوم	حاسوب		نافذة
حمام	كرسي		باب
مرحاض	طاولة		دخول
علية	مدخنة		خروج
ممر	ثلاجة		ستائر
درج	منضدة		قفل
حديقة	مرآة		مفتاح
لمراب	سجادة		جرس الباب

Unit 3 Vocabulary			
Home, Sweet Home			

Unit Project (Choose 1)	
Project (Suggested)	Project (Suggested)
<p>1. Apartment: Develop a floor plan for an apartment in Morocco. Label all rooms and prepare a description of at least three. In a presentation to the class, describe the apartment and your neighborhood. Use either a poster or a PowerPoint presentation as a visual aid during your presentation.</p> <p>Rubric Required</p>	<p>2. Digital Voice Recorders: Given the layout of a home, assume the roles of a rental agent and a prospective renter. Carry on a conversation about the property for at least 2 minutes. Send your recorded speech sample to the teacher folder for grading by rubric.</p> <p>Rubric Required</p>