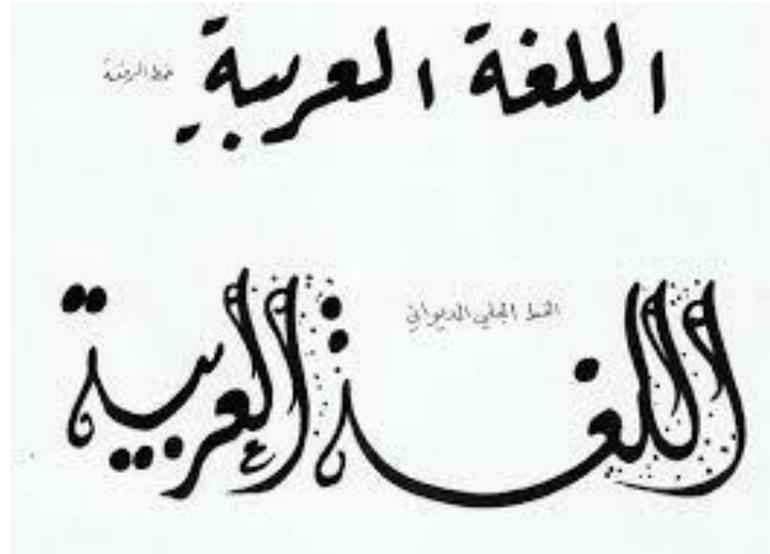


Arabic I Curriculum



Grades 9-12: Unit Six

Title: Migratory Animals

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 6

#	Unit Title	Number of weeks
Unit 1	All About Me	4 weeks
Unit 2	School Days	5 weeks
Unit 3	Home, Sweet Home	6 weeks
Unit 4	Food, Glorious Food	6 weeks
Unit 5	Celebration!	5 weeks
Unit 6	Migratory Animals	5 weeks
Unit 7	Going Green	4 weeks

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:

--Exploring animal behavior in home and target cultures is essential in developing an understanding to world and global issues.

Grade: 9-12	Unit: Six	Topic: Migratory Animals
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: <ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources	<ul style="list-style-type: none"> • How does indigenous wildlife impact culture? <ul style="list-style-type: none"> • What Arab countries these animals live 	<p><u>Picture Identification</u> Listen to the teacher as he/she describes a migratory animal. After each pause, write the number associated</p>	<p><u>Key Animals</u> http://www.barakabits.com/2014/09/7-animals-found-middle-east</p>	Indigenous animals are seen in mural paintings and in poetic description.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>to identify information about indigenous and migratory animals, their habitats, and the reason for migration.</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>in?</p> <ul style="list-style-type: none"> • Which animals migrate? • What causes migration? • How does geography impact migratory animals? • What are some of the characteristics of migratory and indigenous animals? 	<p>with a picture that illustrates the animal. (use colored images)</p> <p><u>Map Activity</u> Locate important regions on a map where migratory animals migrate to and from. Label and paste a photo of animal(s) per region.</p> <p><u>Venn Diagram</u> Students make a Venn Diagram comparing migratory animals including characteristics, habitats, reasons for migration, survival needs, geographical locations, and weather patterns.</p>	<p>www.uaeinteract.com/travel/keyani.asp</p> <p><u>Animals Life</u> http://study.com/academy/lesson/distribution-of-plants-animals-in-africa-the-middle-east.html</p> <p><u>Migratory Birds</u> www.uaeinteract.com/docs/Migratory_birds_visit_Gulf_shores_for_food_and_comfort_in_winter/52521.htm</p> <p>www.touregypt.net/features/ories/birding.htm</p> <p><u>Different Regions</u> http://www.listofcountriesoftheworld.com/le-animals.html</p> <p>http://www.listofcountriesoftheworld.com/jo-animals.html</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
			<p><u>Mammals</u> http://www.earthsendangereid.com/continent8M.html http://www.spnl.org/book-release-field-guide-to-the-mammals-of-the-middle-east/</p>	
<p>Ask and respond to memorized questions about indigenous and migratory animals, their habitats, and the reasons for their migration using digital tools and face-to face communication.</p> <p>Standard: 7.1.NM.B.1</p> <p>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</p>	<ul style="list-style-type: none"> • What is the influence of habitat on migratory patterns? • How does climate impact animal migration? • How are migratory animals portrayed in Arab literature and art? 	<p><u>Presentation/Report</u></p> <p>Assign a migratory animal per student. Have the students write a narrative including the physical characteristics, survival needs, geographical location, weather patterns and compass points to follow migration of the animal. Present to the class in target language.</p> <p><u>Video</u></p> <p>View a video in the target language on migratory</p>	<p><u>Climate and Geographical Impact</u></p> <p>http://aytzim.org/resources/educational-materials/45-climate-change http://study.com/academy/lesson/geographic-influences-on-african-middle-eastern-migration-patterns.html</p> <p><u>Videos</u></p> <p>https://www.youtube.com/watch?v=h6hKPbbvPcE https://www.youtube.com/w</p>	<p>Migratory and indigenous animals are often the subjects of literary works</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>		<p>animal(s). Turn off the video and take turns identifying major key points in the video. Include animal names, regions, geographical location, patterns, etc...</p> <p>Children’s Book: Students will write an original story in the target language depicting an indigenous or migratory animal as the main character. Students may work individually or in pairs. (give students examples of Native American folktales where animals such as the raccoon are depicted as a trickster)</p>	<p>atch?v=ozkyB-P2Ksw</p> <p><u>Reptiles</u> http://www.treklens.com/the_mes.php?offset=2&thid=4415 http://www.reptilesmagazine.com/Middle-East-Gecko/</p> <p><u>Wildlife In Middle East</u> http://www.wildlifeextra.com/go/world/mideast/#cr http://www.lonelyplanet.com/middle-east/if-you-like/wildlife</p> <p><u>Animal Report</u> http://www.enchantedlearning.com/coloring/migrate.shtml</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Demonstrate culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the Arabic language about indigenous and migratory animals.</p> <p>Standard: 7.1.NM.B.3</p> <p>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"> • Do animals make the same sound in Arabic as they do in English? • How does culture influence the naming of animals? • Are migratory animals essential for human survival? 	<p><u>Inquiry</u></p> <p>Students are paired to read a passage in the target language about indigenous or migratory animals. One student develops questions in the target language and the second student responds based on information in the passage. Students share their questions and answers with the class.</p>	<p><u>Animal Habitat</u></p> <p>https://www.britannica.com/place/Arabian-Desert#toc47944</p> <p>http://animals.mom.me/habitat-arabian-oryx-2169.html</p>	
<p>Interpret highlights from age and level appropriate culturally authentic Arabic language text orally or in writing that includes physical characteristics of indigenous and migratory animals, their habitats, and their migratory patterns by creating a multimedia-rich</p>	<ul style="list-style-type: none"> • How would I describe indigenous and migratory animals in Arabic? • How would you observe and study migratory animals? 	<p><u>Picture Collage</u></p> <p>Divide the class into groups. Provide each group with animal images, characteristics, habitats, regions. Have each group create a collage by matching the appropriate animal to the descriptions. Each member of the group</p>	<p><u>Migratory Animals Enchanted Learning</u></p> <p>http://www.enchantedlearning.com/coloring/migrate.shtml</p> <p><u>Presentation</u></p> <p>http://www.enchantedlearning.com/coloring/migrate.shtml</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>presentation.</p> <p>Standard: 7.1.NM.C.1 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>Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p>presents one migratory animal with the appropriate information.</p>	<p>ml</p> <p>Useful Links</p> <p>http://arabic.desert-sky.net/animals.html</p>	

Unit 6 Vocabulary

Migratory Animals

الحيوانات المهاجرة

<u>الحيوانات المهاجرة</u>	<u>الخصائص</u>	<u>الغذاء / الضرورات</u>	<u>كلمات أخرى</u>
ماو العربي فلسطين الخلد الجرذ الطهر العربي الهامستر السوري المها العربي بون و الذيل قصير سوبرمان الجرذ الجربوع القط البري ثعلب احمر الثدييات طيور النورس الضبع عربية الغزال العربي نعامة	الألوان الصفات الشعر الريشة قذيفة الجلد الأجنحة جذع المنقار طيران المجموعة الطائر سباحة سير المشي الهجرة نوم البقاء على قيد الحياة	الحشرات النباتات الحيوانات ماء الشمس المطر مساحة الجاف المنطقة الرطبة المحيط البحر النهر <u>المواقع الجغرافية</u> شرق غرب جنوب شمال <u>بعض دول الشرق الأوسط</u>	حالة الطقس الشمس مطر يطير الهجرة رطوبة مبلل سبب الهجرة الأرض الجغرافيا أرض السهول زراعة موطن

Unit 6 Vocabulary

Migratory Animals

الحيوانات المهاجرة

فهد

لبنان
الأردن
المملكة العربية السعودية
مصر
الإمارة العربية

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>Creative Writing: Students will receive a picture or a series of pictures of indigenous/migratory birds. Students will be asked them to write a story using the pictures. The story can be three to six sentences inspired by the pictures.</p> <p>Rubric Required</p>	<p>Picture Book/Photo Essay: In groups of 3-4 students will create a migratory animal picture book using Prezi or StoryBird. Your digital picture book must be 6 pages long and include no fewer than 8 facts about the animal.</p> <p>Rubric Required</p>