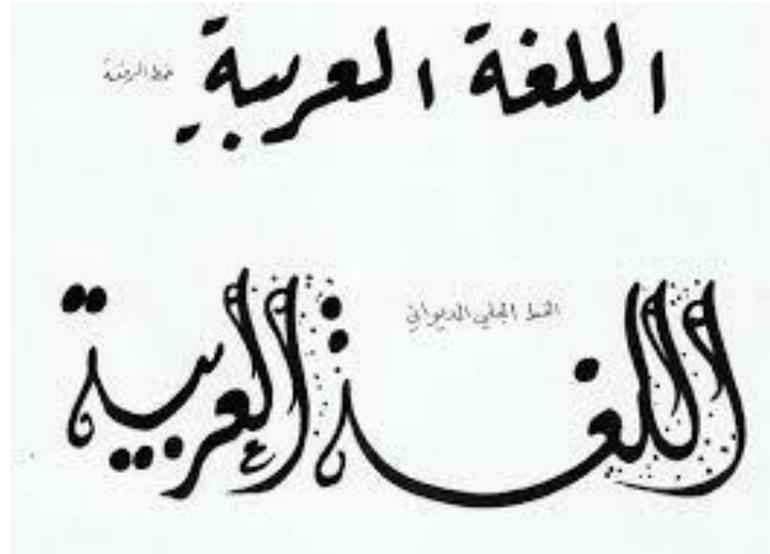


Arabic I Curriculum



Grades 9-12: Unit Seven

Title: Going Green

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 7

#	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

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.

- **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 and understanding products and practices of the target culture as they relate to reuse, recycle, and reduce vital in understanding the global needs for going green and caring for our planet.

Grade: 9-12	Unit: Seven	Topic: Going Green
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 Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Skim and scan culturally authentic Arabic language materials from a variety of sources (i.e. electronic, text, video, Internet, etc.) to identify words and phrases associated with environmental products and	• What is it done when it comes to recycling in Arab countries?	<u>Videos in Arabic</u> Students watch video and write a report on the effect of recycling on the environment.	<u>Recycling in Arab Countries</u> https://www.youtube.com/watch?v=JNH-KOV7zDY https://youtu.be/6LwoKUmK2WQ	The practice of recycling is a new practice in Arab countries.

NJDOE Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>French cultural practices.</p> <p>Standard:7.1.NM.A1</p> <p>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</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<ul style="list-style-type: none"> • How is the environment affected? • How is recycling different in the US than in Arab countries? 	<p><u>Presentation</u></p> <p>Present an Oral presentation about ways we can reuse things. Present a PowerPoint to show how you can reuse things we use daily.</p>	<p>https://www.youtube.com/watch?v=uJJ8zm4M3ao</p> <p>https://www.youtube.com/watch?v=cG-tEdnrpDk</p> <p><u>How to Reuse things</u></p> <p>https://www.youtube.com/watch?v=xEjqtfsfahH8</p> <p>https://www.youtube.com/watch?v=fiC1YMm8IYU</p> <p>https://www.youtube.com/watch?v=jAeV7YHgTdM</p>	
<p>Formulate directions regarding environmental practices in Arab countries.</p> <p>Standard: 7.1.NM.B.2</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age</p>	<ul style="list-style-type: none"> • Why do people around the Arab world recycle? • How are the recycle symbols different in the US 	<p><u>Project: Rubbish into Gold</u></p> <p>Work on turning something into something else. Exhibit the projects at the school.</p>	<p><u>Recycle Practices</u></p> <p>http://www.bbc.com/news/business-35304699</p> <p><u>Project Ideas</u></p> <p>https://www.youtube.com/watch?v=5_Io6GAf8rQ</p>	

NJDOE Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
appropriate classroom and cultural activities.	than those in Arab countries?		<p><u>Recycle Symbols</u> https://www.recyclenow.com/recycling-knowledge/packaging-symbols-explained</p>	
<p>Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication in Arabic.</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> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<ul style="list-style-type: none"> • What can we do to protect the earth? • Why do we need to recycle? • Who can help? 	<p><u>Class Activity</u></p> <p>Students present ways they can help the earth using the targeted language.</p> <p><u>School Activity</u></p> <p>Students will post recycle signs around the school and promote a School Recycle Program.</p>	<p><u>Recycling In Some Region of the Arab World</u></p> <p>http://www.bmr.ae/?p=4061</p> <p><u>How we can help</u></p> <p>https://www.youtube.com/watch?v=TjnNOCbuoCA</p> <p>https://www.youtube.com/watch?v=V0IQ3ljil40</p>	

NJDOE Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Standard: 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>				
<p>Compare and contrast environmental products and practices of Arab countries and culture with those of the local school/community using information found in age and level appropriate culturally authentic texts.</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>	<ul style="list-style-type: none"> • What is the environmental, social, and cultural impact of going green in the Arabic speaking world? • What is the role of government in recycling? 	<p>Venn Diagram Compare the cost of recycling in Arab countries and the United States.</p> <p>Skype Activity Email exchange or Skype video conference to exchange information with Arab peers about where they live, the types of recycling strategies they use for daily life.</p>	<p><u>Publications</u> Waste & Recycling Middle East Publications.USA.gov Going Green The Middle East Going Green http://www.thenational.ae/uae/environment/uae-recycling-environmental-efforts-will-not-succeed-without-public-support</p>	<p>Well-Off areas recycle more than poor areas.</p>

NJDOE Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.				

Unit 7 Vocabulary

Going Green

إعادة التدوير

زجاجات المخلفات مواد خطرة مواد كيميائية محيط نهر بحر	بيئة ورق مقوى كهرباء طاقة التلوث الطاقة الخضراء أرض	نפט أدخنة طبقة الأوزون النباتات ماء خشب زجاج	إعادة التدوير إعادة استخدام تخفيض البلاستيك ورقة معدن غاز
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Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>Create a Logo: Design a logo for an Arabic language t-shirt that promotes green activities in home, school and community. You will be marketing to the local and international community through your school store and school website.</p> <p>Rubric Required</p>	<p>2. Environmental Debate: Students will be put into groups and assigned one side of an environmental issue. Each group will create a poster in support of their argument/issue. Each group will present and the class will engage in an Oxford-Style Debate.</p> <p>Rubric Required</p>