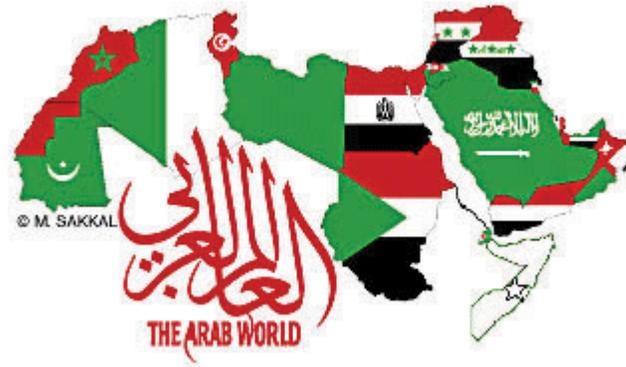


Arabic II Curriculum



Grades 9-12: Unit Two

Title: The Arab World **العالم العربي**

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 – Hello Cairo!
2. Unit 2 – The Arab World
3. Unit 3 - Shopping
4. Unit 4 – Everyday Living
5. Unit 5 – The Work Force
6. Unit 6 – Pop Culture
7. Unit 7 - Vacation

Pacing Chart – Unit 1 Hello Cairo!

#	Student learning Objective	CCSS	5 weeks
1	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response	7.1.NH.A.2	
2	Identify people, places, objects, and activities in daily life based on oral or written descriptions	7.1.NH.A.4	
3	Demonstrate comprehension of short conversations and brief written messages on familiar topics	7.1.NH.A.5	
4	Converse on a variety of familiar topics and/or topics studied in other content areas.	7.1.NH.B.5	
5	Describe in writing people and things from the home and school environment.	7.1.NH.C.3	

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

Career Ready Practices

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

Career Ready Practices

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:

- The study of the Arabic language and culture deepens understanding of where and how people live
- Visiting and understanding the Arab world
- The Arabic spread in African and Asia
- The importance of history and heroic figures in the Arab world

Grade: 9-12	Unit: Two	Topic: The Arab World
<p>New Jersey Core Curriculum Content Standards (NJCCCS):</p> <p>7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3</p>		
<p>ACTFL Modes of Communication:</p> <ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Locate Arabic speaking countries on a world map and identify countries and capitals.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions</p>	<ul style="list-style-type: none"> • What are the similarities between Arabic cultures and American cultures? • How did Arabic language influence other languages around the globe? • How has Arabic become the official language in different countries in different continents? 	<p><u>Map Activity</u> Identify and locate countries that use Arabic as their official language.</p> <p><u>Street Sign Activity</u> Search and define country related street signs. Compare and contrast the signs in different Arabic speaking countries and/or in the U.S.A</p> <p><u>Identification Activity</u> Hearing a series of statements (capitals, landmarks, characteristics, etc...) mark each one as it applies to an Arabic speaking country.</p>	<p>Arabic speaking countries (الوطن العربي) الموقع والمساحة https://www.youtube.com/watch?v=Gzo07VQCX2M</p> <p>Countries and Capitals بلدان و عواصم http://s61.photobucket.com/user/TheHollands/media/Kuwait/Not%20Our%20Shots/arab_world.gif.html Can you name the capitals of all Arabic Speaking Countries? هل تستطيع تسمية جميع عواصم الدول العربية؟ https://www.youtube.com/watch?v=KTr00kybFTE</p> <p>Street signs in Algeria اشارات المرور في الجزائر https://www.youtube.com/watch?v=aSX4H6VI5I0</p>	<p>Global connections to Arabic speaking countries.</p> <p>Reading traffic and road signs in various countries.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Discover the various cultures of the Arab world through food, music, and art.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>	<ul style="list-style-type: none"> • How do groups of people influence one another? • What part of the Arab world intrigues you? 	<p><u>Video</u></p> <p>View a cultural video on an Arabic speaking country. Turn off the narration and have students identify their observations. Report back and share their observations with the whole group.</p> <p><u>Travel Critic</u></p> <p>Write a newspaper critic on the best Arabic countries to visit and include the reasons for your selection(s).</p>		
<p>Discover the various cultures of the Arab world through food, music, and art.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written</p>	<ul style="list-style-type: none"> • What is Arabic music famous of? • Does music change over time? Why? 	<p><u>Video:</u></p> <ul style="list-style-type: none"> • View two Arabic songs containing Arabic lyrics. • Compare the two songs in terms of rhythm and topics. 	<p>اعطني الناي Give me the flute http://www.traditionalarabicmusic.com/Added%20Music%20Notations/variety_notations_1/01%20Aatini%20el-Ney.htm اعطني الناي وغني فيروز - جبران خليل جبران</p>	<p>Countries of the Arab world have different music styles depending on the region they live in.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
descriptions		<p><u>PPT:</u></p> <ul style="list-style-type: none"> • View a power Point Presentation about Arabic Music Tools. • Compare the two songs in terms of rhythm and topics. • Compare Arabic music to American ones ? • Write a rap Arabic song. 	<p>https://www.youtube.com/watch?v=3KBB_OdTI8c عربي انا يوري مرقدي I am an Arab – Yuri Markadi</p> <p>https://www.youtube.com/watch?v=kdGU2yACugI الموسيقى العربية Arabic Music PPT</p> <p>https://pomponaya.wikispaces.com/file/view/%D8%B9%D8%B1%D8%B6+%D8%A7%D9%84%D9%85%D8%AF%D8%B1%D8%B3.ppt</p>	
Discover the various cultures of the Arab world through food, music, and art.	<ul style="list-style-type: none"> • What is Arabic diet famous of? • To what extent does 	<p>Video:</p> <p>View two videos of famous dishes in different Arabic speaking countries. Students</p>	<p>أشهر 10 مأكولات في الوطن العربي The 10 most famous dishes in the Arab World.</p>	<p>Arabic food is famous of its spicy ingredients, and it differs from the Us one. Countries in the Arab</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>7.1.NH.A.5 1. Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>	<p>food reflect identity?</p>	<p>share which dish(es) are familiar with, and what their origins and ingredients are.</p> <p><u>Recipe:</u></p> <p>Choose an Arabic dish, and search for its recipe. Write a paragraph that explains the different steps to follow in making the selected dish.</p>	<p>https://www.youtube.com/watch?v=62jhfc9K620</p> <p><u>Arabic recipes:</u></p> <p>https://cookpad.com/sa/search/%D9%88%D8%B5%D9%81%D8%A7%D8%AA%20%D9%88%D8%A7%D9%83%D9%84%D8%A7%D8%AA%20%D8%B9%D8%B1%D8%A8%D9%8A%D8%A9</p>	<p>world do not eat the same food.</p>
<p>Explain the importance of history and heroic figures in Arabic speaking countries</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	<ul style="list-style-type: none"> • How do different cultures interact to create a national and personal identity? • What role does nationalism or patriotism play in the development of one’s personal and public identities? 	<p><u>Map Activity</u></p> <ul style="list-style-type: none"> • Using a World map, identify the Arabic speaking countries that were colonized. • Editorial Write an editorial, giving and supporting your opinion about the colonization of Arabic speaking countries. (Students 	<p>الحركات الاستقلالية بالجزائر وتونس وليبيا</p> <p>Independence movements in Algeria, Tunisia, and Libya.</p> <p>https://www.youtube.com/watch?v=DmCRezNDzhY</p> <p>Abdul Aziz Athaalbi عبدالعزيز التعالبي</p> <p>https://www.youtube.com/watch?</p>	<p>A lot of Arabic countries were colonized.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		are free to write about a specific country or region).	v=IDIG2myRhcs	
<p>Select and describe cultural characteristics of an Arabic speaking country.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	<ul style="list-style-type: none"> • What makes a culture unique? • How do Arabic cultures marry two or more different cultures? 	<p><u>Journal Entry</u></p> <p>Compare and contrast two Arabic speaking countries (one from North Africa and one from Asia). Provide detailed descriptions of their inhabitants, food, fashion, and music.</p> <p><u>Timeline</u></p> <p>In groups of 4-5 create a timeline showing dates of important events in an Arabic speaking country. The timeline must involve a theme such as an historical period, inventions, scientific discoveries, or popular culture. Students must include a minimum of 10</p>	<p>اعلام الدول العربية Arabic Flags https://www.youtube.com/watch?v=qRm3dyg9vWc</p> <p>The most difficult Arabic Dialect أصعب اللهجات العربية https://www.youtube.com/watch?v=qme5NJAQ2I0</p>	<p>Arabic countries have different dialects, and they use different currencies.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>events/discoveries with an explanation of their importance in sentence forms. All events must also be illustrated with images, drawings or photos and their importance need to be explained by at least one sentence. Students will present the timeline on a poster board or in a creative Power Point presentation.</p> <p><u>Arabic Culture Collage</u></p> <p>In groups of 2, students will use images to show a cultural point from an Arabic speaking country such as food, architecture, daily life, holiday, etc. Each group must include a minimum of 10 images that can be hand drawn or digital image. In addition, on the</p>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		back, students will describe how each of the pictures relates to the selected topic in well written Arabic paragraphs.		
Explain the importance of Diversity in Arabic speaking countries 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.				

Unit 2 Vocabulary			
The Arab World العالم العربي			
المفردات المفيدة	المفردات المفيدة	أسماء الدول	أسماء الدول
		مراجعة	الأفعال
		الزمان الأنشطة الصفات الاعذية	جرى وقع سافر اكل رقص استقل اعد

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Presentation: Create a multimedia presentation on one continent (Asia or Africa) where Arabic is used as the official language. Provide images, important information, landmarks, names of countries and capitals. Include in your presentation authentic music from the regions.</p> <p>Rubric Required</p>	<p>2. Travel Brochure or blog: Create a travel brochure on an Arabic speaking country and present it to class. Your presentation must convince your viewers that this will be the best trip of their lives</p> <p>Rubric Required</p>