Arabic II Curriculum

Grades 9-12: Unit Four

Title: Everyday Living

الحياة اليومية
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
<table>
<thead>
<tr>
<th>#</th>
<th>Student learning Objective</th>
<th>CCSS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify people, places, objects, and activities in daily life based on oral or written descriptions</td>
<td>7.1.NH.A.4</td>
<td>6 weeks</td>
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<tr>
<td>2</td>
<td>Ask and respond to questions, make requests, and express preferences in various social situations.</td>
<td>7.1.NH.B.4</td>
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<tr>
<td>3</td>
<td>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</td>
<td>7.1.NH.C.2</td>
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<tr>
<td>4</td>
<td>Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</td>
<td>7.1.NH.A.2</td>
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<td>5</td>
<td>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</td>
<td>7.1.NH.A.5</td>
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<tr>
<td>6</td>
<td>Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</td>
<td>7.1.NH.C.5</td>
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</tbody>
</table>
Educational Technology Standards


- **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

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<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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</tbody>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
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<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
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</tbody>
</table>
## 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 amount of leisure time available and how it is spent varies among cultures
- Sports and Activities
- The presence and impact of Social Media and internet on Arabic teenagers
- Driving regulations in different Arabic countries.

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<thead>
<tr>
<th>Grade: 9-12</th>
<th>Unit: Four</th>
<th>Topic: Everyday Living</th>
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<td>الحياة اليومية</td>
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**New Jersey Core Curriculum Content Standards (NJCCCS):**


**ACTFL Modes of Communication:**

- Interpersonal
- Interpretive
- Presentational
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Cultural Practices, Products, and Perspectives</th>
</tr>
</thead>
</table>
| Identify and discuss aspects of teen culture in Arabic speaking countries including sports, weekend activities, and leisure. 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or Written descriptions. 7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. | • What do you do on the weekends?  
• What do you learn about other cultures from various activities?  
• Where do Arab teens go on weekends? | **Graphing**  
Graph time spent on leisure activities of a typical Arab teenager. Compare it to that of a typical American teenager.  
**Role Play**  
Pair students to discuss their weekend plans, including outings with friends, visiting family and playing sports.  
**Dialogues**  
Pair students to create original dialogues in a café and act it out in front of the group. | **Hobbies**  
**coffee shop**  
[https://www.youtube.com/watch?v=nNxDbv0C7ak](https://www.youtube.com/watch?v=nNxDbv0C7ak)  
**the role of coffee**  
| Identify and discuss aspects of teen culture in Arabic speaking countries | • Do you have a Social Media profile?  
• How have social | **Twitter**  
Teacher: Tweet about Internet safety on your Arabic Twitter account.  
**10 advices about the use of Internet shop**  
[10 advices about the use of Internet shop](http://www.slideshare.net/mohcinezaidi/hobbies-in-arabic-28574046)  
[https://www.youtube.com/watch?v=nNxDbv0C7ak](https://www.youtube.com/watch?v=nNxDbv0C7ak)  
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<tr>
<td>including social media, cellular phones, and Internet use and protocol. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</td>
<td>media and smartphones changed human communication? • What are the similarities and differences on Internet and Social Media use among Arab and American teens?</td>
<td>Students: respond and comment on the tweet within the Internet guidelines and protocols. <strong>Advertisement</strong> Create an Internet ad soliciting young teenagers to participate in after school activities, such as sports or leisure activities.</td>
<td><a href="http://www.ibda3world.com">http://www.ibda3world.com</a> [عند استخدام عنوان كويكب]</td>
<td><a href="http://mawdo3.com/">The use of internet</a> تطعيم التواجد في الإنترنت Arabic Twitter: <a href="https://twitter.com/?lang=ar">https://twitter.com/?lang=ar</a> Internet etiquette: <a href="http://mawdo3.com/">http://mawdo3.com/</a> آداب الإنترنت</td>
</tr>
<tr>
<td>Identify and discuss driving laws in an Arabic speaking country, including legal driving</td>
<td>• Do all Arabic speaking countries have the same driving rules?</td>
<td><strong>Driving license:</strong> Create an Arabic Driver’s License including all the driving regulations in Egypt PPT</td>
<td><a href="https://www.google.com/url">Driving regulations in Egypt</a></td>
<td>Legal driving age Driving rules, speed limits</td>
</tr>
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| age, speed limit and road signs. | • What is the legal driving age in an Arabic speaking country and in the United States?  
• How do the systems of measure in the US and Arabic countries differ? | information found on an authentic license in the target language.  
**Calculation** Provide students with a brief passage describing a trip from one place to another in an Arabic region. Based on the speed limit in kilometers, calculate the time needed to travel from one place to another. | ?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0ahUKEwjfqKr3tsTOAhXCdh4KHfCXDOAQFggerMAI&url=https%3A%2F%2Fintelbanymazar.files.wordpress.com%2F2011%2F06%2Fd8b9d8b1d8b6-d8b7d984d8a7d8a8-d8a7d8b4d8a7d8b1d8a7d8a8-d8a7d984d985d8b1d988d8b1.pps&usg=AFQjCNErSe0AczKeJo7sKeE1lx7yMvGlOQ&sig2=2rGoEe5FT9P1fNvD1NZL2Q&bvm=bv.129422649,d.dmo | and road signs  
Driver’s License  
The metric system followed in Arabic countries. |

7.1.NH.C.2
Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.A.5
Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.6
Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
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</table>
| **Discuss common modes of transportation in the Arab world.**  
7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.  
7.1.NH.B.2 Give and follow a series | • How does population and space impact transportation?  
• How does transportation differ across the Arab world?  
• What does sustainable transportation look like? | **Survey**  
Students conduct a survey on the type of transportation used by their peers within the class and create a chart with percentages.  
**Directions**  
Follow directions provided by the teacher in the target language and trace the path you must follow on a map to arrive to the destination. | **Driving Test**  
اختبار القيادة  
[http://intro.ps/test/](http://intro.ps/test/)  
**Conversion - MPH to KPH**  
[http://www.metric-conversions.org/speed/kilometers-per-hour-to-miles-per-hour.htm](http://www.metric-conversions.org/speed/kilometers-per-hour-to-miles-per-hour.htm) | **Cultural Practices, Products, and Perspectives**  
The role of public transportation in Arabic countries  
The percentage of car ownership compared to the US  
The value of time in different cultures |
| **Egypt Train Schedule**  
[https://enr.gov.eg/ticketing/public/login.jsf](https://enr.gov.eg/ticketing/public/login.jsf) | **Buses Schedules in UAE**  
[https://www.rta.ae/wps/portal/rta/ae/about-rta/rta-](https://www.rta.ae/wps/portal/rta/ae/about-rta/rta-) |  |  |
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<td>of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</td>
<td>In groups of 2-3 students will create a travel plan for a family for a trip to the Arab world. Use different modes of travel.</td>
<td>agencies/publictransport/about/Bus Time Table/lut/p/z1/jdDBboJAEA bgZ_HAIzllEaG3tS0LaEESUL qXBhtcSYA1g0X1S9rEhMbSz m0m3z_JDAjiQDT5RynzlRN Xo39q7DeQkSto0m2nPrPyN KQlinf80eTwGEKoifHQua5rh Omsbs3TBD_yu-I7a2Rbh</td>
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</table>
| Compare and contrast the automotive industry in the Arab world and the United States. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. | What are the most popular car brands in Arabic Speaking Countries and in the United States?  
Is the luxury car market in Arabic speaking countries equivalent to the luxury car market in the United States?  
Do Arabic Speaking countries manufacture cars?  
Car Dealership  
In groups of two, one being a car dealer and the other a buyer, discuss and negotiate your new purchase at the best market value price.  
Searching for Advertisements  
Provide various ads from authentic newspapers or Internet ads. Have students read and report back to the group on the type of vehicle, color, cost, etc... is in their ad.  
Compare and Contrast  
Compare and contrast a cars in Arabic speaking countries and in America including | Arabic Advertisement  
https://www.youtube.com/watch?v=Op04RZShQhs  
Forgotten cars in Dubai  
https://www.youtube.com/watch?v=db_n-WFYdfM | Automotive brands in Arabic countries  
Luxurious cars in the Gulf (UAE) |
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<td>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</td>
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<td>size, models, price, etc...</td>
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<tr>
<td>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</td>
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## Unit 4 Vocabulary
### Everyday Living

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<th>تعبيرات الوقت</th>
<th>المفردات المفيدة</th>
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<tbody>
<tr>
<td>الذهاب / العودة +</td>
<td>صيغة المصدر</td>
<td>محل</td>
</tr>
<tr>
<td>إقامة</td>
<td>ليلة أمس</td>
<td>مقهى / قهوة</td>
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<tr>
<td>لعب</td>
<td>الصيف القادم</td>
<td>مطعم / مطعم و ملهى ليلي / يذهب إلى ملهى ليلي</td>
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<tr>
<td>يشترى</td>
<td>السنة الماضية</td>
<td>مركبات السيارات</td>
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<tr>
<td>يبحث</td>
<td>نهاية الأسبوع</td>
<td>المسافة</td>
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<tr>
<td>يدخل</td>
<td>نهاية الأسبوع الماضي</td>
<td>kilometer واحد</td>
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<tr>
<td>استمع</td>
<td>عطلة نهاية الأسبوع المقبل</td>
<td>Mدرسة القيادة</td>
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<tr>
<td>عودة</td>
<td>بعد</td>
<td>رخصة السياقة</td>
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<td>مرر</td>
<td>قبل</td>
<td>علامات علامات الطرق</td>
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<td>أولا</td>
<td>سرعة</td>
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<td>دراسة</td>
<td>أخيرا</td>
<td>القانون</td>
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<td>بصعد</td>
<td>ثم</td>
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<td>ترك</td>
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**المفردات المفيدة**

- في السينما
- في المقهى
- في الملعب
- حمام السباحة
- الشاطئ
- في الصيد
- في البادية
- غابة
- نهر
- بحيرة
- نزهة
- فيلم
- مسرحية
- سيرًا على الأقدام
- تذكرة
- مترو
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<th>اليوم</th>
<th>في نهاية هذا الأسبوع</th>
<th>هذا الصباح</th>
<th>هذا الشهر</th>
</tr>
</thead>
<tbody>
<tr>
<td>غدا</td>
<td>بعد غد نوم السبت المقبل</td>
<td>عطلة نهاية الأسبوع المقبل</td>
<td>الأسبوع القادم</td>
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<thead>
<tr>
<th>الحافلة</th>
<th>السيارة</th>
<th>سيرا على الأقدام</th>
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<tr>
<td></td>
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<td>الواجبات</td>
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<td>متجر</td>
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<td>Project (Suggested)</td>
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<tr>
<td><strong>1. Presentation:</strong> 1. Create an imovie documentary on an Arabic afternoon in a coffee shop in the target language. The movie should be between 8-10 minutes long.</td>
<td><strong>2. Travel Brochure or blog:</strong> Create a brochure on a famous Arabic hobby and present it to class. Your presentation must convince your viewers that this hobby is entertaining, and they should try it.</td>
<td></td>
</tr>
</tbody>
</table>

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