

# Arabic II Curriculum



## Grades 9-12: Unit Five

Title: The Work Force

العمل

## *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 5 The Work Force

#	Student learning Objective	CCSS	5 weeks
1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.	<b>7.1.NH.A.1</b>	
2	Identify people, places, objects, and activities in daily life based on oral or written descriptions	<b>7.1.NH.A.4</b>	
3	Converse on a variety of familiar topics and/or topics studied in other content areas	<b>7.1.NH.B.5</b>	
4	Describe in writing people and things from the home and school environment.	<b>7.1.NH.C.3</b>	
5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.	<b>7.1.NH.C.5</b>	

## Educational Technology

### Standards

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

- **Technology Operations and Concepts**
  - ❑ Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- **Creativity and Innovation**
  - ❑ Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.
- **Communication and Collaboration**
  - ❑ Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
- **Digital Citizenship**
  - ❑ Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
- **Research and Information Literacy**
  - ❑ Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.
- **Critical Thinking, Problem Solving, Decision Making**
  - ❑ Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

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

## 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:**

- A country’s workforce is the leading entity for the economic growth
- Searching for employment through various media advertisements
- Writing a Curriculum Vitae as an overview of a person’s experiences and qualifications
- Following office protocol and professional dress code

<b>Grade: 9-12</b>	<b>Unit: Five</b>	<b>Topic: The Work Force</b>  العمل
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b>		
7.1.NH.A.1, 7.1.NH.A.4, 7.1.NH.B.2, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.5		
<b>ACTFL Modes of Communication:</b>		
<ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Identify and discuss employment aspects, including employment laws, minimum wage, vacation time, unemployment rates, and retirement.</p> <p><b>7.1.NH.A.1</b> Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.B.4</b></p>	<ul style="list-style-type: none"> <li>Who are the professionals in the Arab world?</li> <li>What are the top 10 jobs in Arabic Speaking countries and in the United States?</li> <li>What are employment laws?</li> <li>How are working conditions and worker rights reflective of culture?</li> <li>What are the roles of gender and age in the workplace?</li> <li>What are the</li> </ul>	<p><b>Compare and Contrast</b> Compare and contrast the top paying jobs in Arabic speaking countries and in the United States</p> <p><b>Percentile</b> Find the percentage of Arab citizens who go on vacation and compare it to the United States citizens who go on vacation. Analyze and discuss reasons.</p> <p><b>Interviews</b> In groups of four, students will conduct interviews: one candidate and three interviewers. Based on the employment position, students will create six questions to ask the candidate.</p> <p><b>Graph</b> Provide unemployment</p>	<p><b>Best Jobs in the Arab World</b> أفضل وظيفة في العالم العربي</p> <p><a href="http://www.arageek.com/2014/02/17/top-10-jobs-arab-world.html">http://www.arageek.com/2014/02/17/top-10-jobs-arab-world.html</a></p> <p><b>Highest paying jobs in Saudi Arabia</b> أعلى وظائف في السعودية</p> <p><a href="http://www.msn.com/ar-sa/money/careersandeducation-أعلى-في-رات-با-الوظائف-في-أدرسها-السعودية-ar-الجامعات-هذه">http://www.msn.com/ar-sa/money/careersandeducation-أعلى-في-رات-با-الوظائف-في-أدرسها-السعودية-ar-الجامعات-هذه</a></p>	<p>Professional work force</p> <p>Labor day (May1st)</p> <p>Laws of employment</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>unemployment rates in Arabic Speaking countries?</p> <ul style="list-style-type: none"> <li>• What is the legal retirement age?</li> </ul>	<p>rates in An Arabic country or city and New York and design a graph indicating the rates from 2006-2016.</p> <p><b>Venn Diagram</b> Compare and contrast the information needed to apply for unemployment.</p> <p><b>Dialogues</b> In pairs, students discuss the legal retirement age in Arabic speaking countries and in the United states, including various professions that one might be eligible to retire after a certain number of service years.</p>	<p><a href="#">BBllaqS</a> <b>Unemployment in the Arab world</b> البطالة في العالم العربي</p> <p><a href="http://raseef22.com/economy/2016/08/12-ال-عرب-ية-ال-دول/12-ال-بطالة-معدلات-تتصدّر-ف/">http://raseef22.com/economy/2016/08/12-ال-عرب-ية-ال-دول/12-ال-بطالة-معدلات-تتصدّر-ف/</a></p> <p><b>Unemployment</b> البطالة <a href="https://www.youtube.com/watch?v=oV7fUfZ3y50">https://www.youtube.com/watch?v=oV7fUfZ3y50</a></p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Develop and design a professional CV in the target language.</p> <p><b>7.1.NH.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p><b>7.1.NH.C.3</b> Describe in writing people and things from the home and school environment.</p>	<ul style="list-style-type: none"> <li>• How do I communicate in the professional world in both written and spoken Arabic?</li> <li>• How does written and spoken language change in different situations? (i.e. The workplace, school, hanging with friends)</li> <li>• How do the requirements for jobs differ across cultures?</li> </ul>	<p><b>Write a CV</b> Provide a format and have students write their own CV in Arabic.</p> <p><b>Compare and Contrast</b> Compare and contrast a CV with a Resume and discuss with a partner similarities and differences.</p>	<p><b>Arabic CV Samples:</b> السيرة الذاتية</p> <p><a href="http://www.getfreecv.com/arabic-resume-g1/">http://www.getfreecv.com/arabic-resume-g1/</a></p> <p><b>How to write a CV:</b> كيفية كتابة السيرة الذاتية</p> <p><a href="https://www.youtube.com/watch?v=UtzHbRcv4so">https://www.youtube.com/watch?v=UtzHbRcv4so</a></p>	<p>Arabic CV writing</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Interpret and demonstrate comprehension of culturally appropriate employment quests.</p> <p><b>7.1.NH.C.5</b> Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	<ul style="list-style-type: none"> <li>• Where do you search for employment?</li> <li>• How do one’s talents and interests influence a future career choice?</li> <li>• How does career choice impact an individual’s quality of life?</li> </ul>	<p><b>Employment Search</b> Provide students with various authentic pages of employment ads. Assign students to search for a particular ad i.e. banker. Have students circle their ad and then describe it in their own words to their peers. Students will guess the type of employment from the description provided.</p> <p><b>Wanted ad</b> Design culturally appropriate media advertisement in the wanted section in the target language.</p>	<p><b>Employment ads</b> إعلانات التوظيف</p> <p><a href="http://www.jawharafm.net/ar/articles/عروض-أخذ-بار-شغل/234">http://www.jawharafm.net/ar/articles/عروض-أخذ-بار-شغل/234</a></p> <p><a href="http://www.wzayef.com/jobs/qatar">http://www.wzayef.com/jobs/qatar</a></p>	<p>Employment searches via employment agencies, newspaper ads, and Internet sites.</p>
<p>Express and explain comprehension of culturally appropriate office protocol and dress code in a professional</p>	<ul style="list-style-type: none"> <li>• What is the role of fashion/dress in the workplace?</li> <li>• How does culture</li> </ul>	<p><b>Compare and Contrast</b> Assign students various professions and in pairs have them compare and</p>	<p><b>Dress code at work:</b> قواعد اللباس في العمل</p> <p><a href="https://www.ts3a.com/a">https://www.ts3a.com/a</a></p>	<p>Office protocol, dress code and business etiquette.</p>



NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>environment.</p> <p><b>7.1.NH.B.5</b>                      Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	<p>influence our concept of professionalism?</p> <ul style="list-style-type: none"> <li>• What is the impact of culture on office protocols?</li> </ul>	<p>contrast the dress codes in a given Arabic speaking country and in the United States.</p> <p><b>Role Play</b>                      In pairs students will demonstrate proper office protocol in a couple of Arabic speaking countries.</p> <p><b>Poem/Journal Writing</b>                      Student will write a haiku about the Arabic workplace and share with the class.</p>	<p><a href="#">تذکرہ کارکنان - ایف۔ ای۔ عمل۔ لاپ۔ س / ت۔ کی۔ ای۔ عمل۔ ملاپ۔ س</a></p> <p><b>Workers' rights</b>                      حقوق العمال</p> <p><a href="https://www.youtube.com/watch?v=w2Kw1PFgsbY">https://www.youtube.com/watch?v=w2Kw1PFgsbY</a></p> <p><b>Arabic Haiku</b>  <a href="https://www.youtube.com/watch?v=yWhxdQRMgCo">https://www.youtube.com/watch?v=yWhxdQRMgCo</a></p>	

Unit 5 Vocabulary

The Work Force

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الصفات	المهن	المفردات المفيدة	المفردات المفيدة
خريج / دراسات عليا المرخص له / مرخص ناجح / ناجح شجاع / شجاع متعلم نمت / المزروعة غاضب / غني فقير	التجارة موسيقي / نادل / نادلة صباغ مترجم / بائع / بائعة طبيب بيطري / الطب البيطري. مزارع / مزارع مهندس معماري فنان / فنانة المحامي مغني / مغنية تصفيف الشعر	ال الراتب الإجازات المدفوعة الأجر العطلة الصيفية يتقاضون مبالغ ضئيلة براتب جيد الدراسات الطالب / الطالبة شهادة حلم مصنع إعلان وظيفة صحيفة على شبكة الانترنت	وظيف توظيف العمالة وكالة المكتب العقد البطالة تقاعد سن التقاعد التقاعد المبكر العمل المرشح الموظف / العامل المسؤول الشركة

Unit 5 Vocabulary

The Work Force

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المحاسبة / المحاسبة  
خياطة / خياطة  
طباخ /  
مراسل / صحفي  
القاضي  
كتبي  
تاجر  
مترجم  
عامل / العمال  
الممرضة / الممرض  
منظم  
عارض ازياء  
سائق  
مهندس  
مؤلف  
طبيب

مصنع

Unit 5 Vocabulary  
The Work Force

العمل

Unit 5 Vocabulary The Work Force العمل			
		الأفعال	الأفعال
		يكون يمتلك تتجح الحصول على المال الحصول على الحظ القيام بدراسات	حث بحث استعمال تطلب تطبيق / تطبيق نهاية إصلاح عالج نهاية

## Unit Project (Choose 1)

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. Create and design a professional portfolio in the target language; include your CV, 2 reference letters (obtained from peers) in the target language, evaluations (including your highest score assessments), professional activities, affiliations, etc...</p> <p style="margin-top: 100px;">Rubric Required</p>	<p>2. In groups of four, create a video interview segment of 8-10 minutes long, interviewing one candidate and an interview panel of three. Videos will be presented and judged by the audience using a rubric.</p> <p style="margin-top: 100px;">Rubric Required</p>