PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Arabic III Curriculum

Grades 9-12: Unit Two

Title: Arab Entertainment World

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 - Food
2. Unit 2 – Arab Entertainment World
3. Unit 3 – The Future
4. Unit 4 – Regions of the Arab World
5. Unit 5 – Family Living
6. Unit 6 – Health Care and Hygiene
7. Unit 7 – Political System in the Middle East

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Pacing Chart – Unit 2		
Unit 1	Food	5 weeks
Unit 2	Arab Entertainment World	5 Weeks
Unit 3	The Future	6 Weeks
Unit 4	Regions of the Arab World	5 Weeks
Unit 5	Family Living	6 Weeks
Unit 6	Health Care and Hygiene	6 Weeks
Unit 7	Political System in the Middle East	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.

PATERSON PUBLIC SCHOOLS
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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

Career Ready Practices

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.

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Preparing All Children for College and Career

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks	• Extra Response time	• Precise step-by-step directions	• Teacher-made checklist
• Adjust length of assignment	• Have students verbalize steps	• Short manageable tasks	• Use visual graphic organizers
• Timeline with due dates for reports and projects	• Repeat, clarify or reword directions	• Brief and concrete directions	• Reference resources to promote independence
• Communication system between home and school	• Mini-breaks between tasks	• Provide immediate feedback	• Visual and verbal reminders
• Provide lecture notes/outline	• Provide a warning for transitions	• Small group instruction	• Graphic organizers
	• Reading partners	• Emphasize multi-sensory learning	

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
• Computer/whiteboard	• Extended time	• Consistent daily structured routine	• Individual daily planner
• Tape recorder	• Study guides	• Simple and clear classroom rules	• Display a written agenda
• Spell-checker	• Shortened tests	• Frequent feedback	• Note-taking assistance
• Audio-taped books	• Read directions aloud		• Color code materials

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Preparing All Children for College and Career

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 impact of movies and big screen actors on the society

¬ **The importance of the classics and role of playwrights in shaping the society**

¬ **The shift of television and the impact on teenagers**

Grade: 9-12	Unit: Two	Topic: Arab Entertainment World
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4, 7.1.IL.A.7		
ACTFL Modes of Communication: • Interpersonal • Interpretive • Presentational		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Identify Arab leading actors and demonstrate knowledge of the Arab movie industry and its impact on Hollywood. **Standard: 7.1.NH.A.3**	• Who are the leading actors and singers in the Arab world? • How are actors viewed in the Arab world? • Who are the leading	**Writing Assignment** Research a famous actor or singer. Present to the class a 5-8 minutes presentation about this person. Make sure to show pictures.	**Famous Actors/Directors** https://www.youtube.com/watch?v=Hs_MYGPNORY http://stars.topix.com/slideshow/15472	* Layla Alawy * Layla Murad * Nadia Lutffy * Soad Hossni *Nour Al Sherif

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Recognize some common gestures and cultural practices associated with target culture(s). **Standard: 7.1.NH.A.5** Demonstrate comprehension of short conversations and brief written messages on familiar topics. **Standard: 7.1.NH.A.6** Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. **Standard: 7.1.NH.C.2** Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.	directors in the Arab world? • Are there any Arab actors known world-wide? • How are actors and actresses viewed in the Arab world?	**Biography** Pick an Arab actor for each student, Have the student research and write a paper about the life of the actor. **Poster** Have students create a poster about the actor they did the biography on. Make sure they include pictures, movies and ads. **Journal Entry** Write a page long detailed description of your favorite movie and explain the impact it had on you and why. Share it with a partner. Teacher selects few random entries to be shared with the whole group	http://www.latimes.com/entertainment/movies/la-ca-mn-middle-eastern-actors-20160727-snap-story.html	*Farid Shawqi * Adel Emam *Mohamed Sohbi * Khaled El Nabawy **Movies** The Night (Al-Lail) Mohammad Malas, 1993 Watch out for ZouZou (Khally ballak min ZouZou) Hassan Al Imam, 1972

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Standard: 7.1.NH.C.3 Describe in writing people and things from the home and school environment.				
Identify classic playwrights, demonstrate knowledge of the theatre in the Arab world and analyze theatrical scenes. **Standard: 7.1.NH.A.4** Identify people, places, objects, and activities in daily life based on oral or written descriptions. **Standard: 7.1.NH.B.5** Converse on a variety of familiar topics and/or topics studied in other content areas. **Standard: 7.1.NH.C.3** Describe in writing people	- What is the Arab theater? - What type of theater is known in the Arab world? - Is there comedy theater? - Who are the most famous actors of the Arab world theater world?	**Play** In a group of four, write a play and present it to the class. Use Arabic in the play.	**Theater** https://www.youtube.com/watch?v=1j4KXzAkR5A https://www.youtube.com/watch?v=9pSEMgsh10I https://www.youtube.com/watch?v=OHYeBkBAg7k	* Adel Emam is an icon of the theater in the middle East.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
and things from the home and school environment. **Standard: 7.1.NH.C.4** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. **Standard: 7.1.IL.A.7** Infer the meaning of a few unfamiliar words in some new contexts.				
Demonstrate comprehension of the impact of TV on the Arabic and American cultures. **Standard: 7.1.NH.A.5** Demonstrate comprehension of short conversations and brief written messages on familiar topics.	• Do TV shows influence culture? • How many hours of TV do you watch per day? • What is the impact of television on teenagers? • Should prime-time television be censored?	**TV Show Assignment** Watch an Arabic TV show and write one paragraph about similarities and another paragraph on contrast with a US TV show. Share your writing with a classmate. **Presentation** Compare and contrast an episode of Arab Idol and	<u>**TV Shows**</u> **Bab Al Hara** https://www.youtube.com/watch?v=9cswXB-CZZc **Arab Idol** https://www.youtube.com/watch?v=72VFVRn4T7c&list=PLkMa6yuzIyDwVYpmrV0TQsIPikXXQn6Rm	* Soap operas * Mini-series * Reality Shows * TV movies * Sports * Arts * Music *Documentaries

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Standard: 7.1.NH.C.3 Describe in writing people and things from the home and school environment.		American Idol and present to the class if you see any differences.	**Arab Got Talent** https://www.youtube.com/watch?v=Fj4TYafdlCk **Arab Voice** https://www.youtube.com/watch?v=EFDsRC3TtUg **Woman and Sports** https://www.youtube.com/watch?v=q1PphgbEJcs **Sport** https://www.youtube.com/watch?v=OPPsnaMnoso	
Identify and discuss the influence of reality TV shows on teen culture. **Standard: 7.1.NH.A.5** Demonstrate comprehension of short conversations and brief written messages on	• What is the influence of American reality shows on the Arab audience? • Are Reality Shows real? • What is the impact of Reality TV on our culture?	**Reality Shows** In groups of four students, discuss the influence of American reality TV on teenagers. Report back to the whole group and provide your point of view.	**Impact of Reality TV** http://www.mghclaycenter.org/parenting-concerns/teenagers/impact-reality-tv-teens-can-parents/ https://www.youtube.com/watch?v=Romj1hTrPHE	American Reality shows have a great influence on the Arab world.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
familiar topics. **Standard:7.1.NH.C.2** Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing	• Do you think the language used on reality shows is appropriate for TV viewers? • Why is our culture fixated with Reality Shows?	**Your Favorite Show** Have students watch their favorite reality show. Have them write a page about what they like about the show and what they can change to make the show better.		

Unit 2 Vocabulary			
Arab Entertainment World			
الـترفيه الـعربي			
فيلم	يؤثر التلفزيون على	محبوب العرب	رياضات
برنامج	ثقافة	عرض المواهب العربي	كرة القدم
تلفزيوني	آثار التلفزيون على	مسلسلات طويلة	كره السله
الممثل	الأسر	برنامج تلفزيوني	سباق
ممثلة	الثقافة	الأكثر إعجابا	انتصر
مسرح	الصحافة	الأكثر مشاهدة	تخسر
مشهور	مقالات		مسابقته
مخرج فيلم	الاخبار		لعبة
منتج الفيلم			

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Unit Project (Choose 1)	
Project (Suggested)	**Project (Suggested)**
Students can create their own reality show and present it to the school. Rubric Required	 Rubric Required