

Arabic III Curriculum



Grades 9-12: Unit Seven

Title: Political System in the Middle East

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

Pacing Chart – Unit 3		
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.

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>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
- 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 importance of historical events to shape a nation
- Political development of a country and its relations globally
- The role of the president/king and his team in decision making to run the country
- The freedoms exercised by the people as part of the policies and laws

Grade: 9-12	Unit: Seven	Topic: Political System in the Middle East
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.B.1, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.5		
ACTFL Modes of Communication: <ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Demonstrate knowledge and comprehension of Arab history and historical events. Standard: 7.1.NH.A.5	<ul style="list-style-type: none"> • What can we learn from history? • What are the leading causes of civil war? 	Compare/Contrast Play a recording of the “Star Spangled Banner” and a national anthem of an Arab country. Ask students to	<u>National Anthems</u> https://www.youtube.com/watch?v=YYNT7thH_oY https://www.youtube.com/w	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>Standard: 7.1.NH.B.1</p> <p>Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>Standard: 7.1.NH.B.5</p> <p>Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	<ul style="list-style-type: none"> • Do all Arab countries have the same history? • How are the Arabic speaking countries governments divided? • How has history shaped the political structure in Arab countries? • What were the greatest moments in 	<p>compare and contrast both national anthems, describing similarities and differences in tone, selected words and meanings.</p> <p>Slogan</p> <p>Students can select a political party that they can best associated with and/or relate to, and create a slogan. Groups will share their slogan with the class and the class will responds with thumbs up /down according to whether or not the slogan accurately represents the party’s miss</p> <p>In pairs, discuss the leading causes of civil war and the impact it leaves on a people and culture. Broaden the discussion to a whole g</p>	<p>atch?v=wUX5WNu4fSA</p> <p>https://www.youtube.com/watch?v=SOTfG-h5WWY</p> <p><u>Arab World History</u></p> <p>https://www.youtube.com/watch?v=TtpCIA6wW5Q</p> <p>http://news.bbc.co.uk/2/shared/spl/hi/middle_east/03/v3_ip_timeline/html/</p> <p>https://www.youtube.com/watch?v=SJP4Sq_HKH4</p> <p>http://www.scaruffi.com/politics/arabic.html</p> <p>http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=ebw</p> <p><u>Arab World Greatest Moments</u></p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Standard: 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	<p>Arab history?</p>	<p>Timeline Have students pick an Arabic speaking country. Have them draw a timeline of the country history and present it to the class.</p> <p>Headlines In groups of 3, create 3 headlines about an event in Spanish history. Choose your best one and post it on the board.</p>	<p>http://www.timemaps.com/history/middle-east-3500bc</p> <p>http://www.bbc.com/news/world-middle-east-14649284</p> <p>http://www.history.com/topics/ancient-history/ancient-egypt</p>	
<p>Identify the political parties and demonstrate knowledge and comprehension of the political system in Arab countries today.</p> <p>Standard: 7.1.NH.C.2 Create and present brief</p>	<ul style="list-style-type: none"> • Who governs in Arabic speaking country? • How were the Arabic speaking countries divided? 	<p>Graph/Chart Create a graph/chart of an Arab country political structure and then write a short description of it.</p> <p>Poster</p>	<p><u>Political System</u></p> <p>https://www.youtube.com/watch?v=TtpCIA6wW5Q</p> <p>http://carnegieendowment.org/2008/03/06/arab-political-systems-baseline-information-and-reforms-</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.</p> <p>Standard: 7.1.NH.B.5</p> <p>Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>Standard: 7.1.NH.C.3</p> <p>Describe in writing people and things from the home and school environment.</p>	<ul style="list-style-type: none"> • Are all the Arab countries governed by presidents? • How do leaders represent the values and culture of a nation? • How would you define freedom? 	<p>Based on your comprehension of an Arab country political system, create a poster showing the difference part of the government. Make sure to include pictures of the president/king and important figures of the country.</p> <p>Debate</p> <p>Divide the class in groups and assign each a different way of government. Have each group discuss their beliefs and then conduct a debate with the other groups.</p> <p>Journal Entry</p> <p>Write a one page opinion about the regime of one of the kingdoms in the Arab world. Explain if you would</p>	<p>pub-16918</p> <p>http://www.bbc.com/news/world-middle-east-14703523</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		like to live in a country that is a kingdom.		
<p>Demonstrate knowledge and comprehension of the executive and legislative branches of the government.</p> <p>Standard: 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>Standard: 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 is the Arab countries government divided? • Are all divided equally? • How many kingdoms are there in the Arab world? 	<p>Compare and Contrast Compare and contrast the US government and the government of one of the Arab countries. Share your observations with a partner and then report back to the group.</p> <p>Graph/Chart Create a graph/chart comparing the US government branches and their roles, and the government of one Arab country and then share with a partner. Discuss with the whole group.</p> <p>Discussion</p>	<p><u>Division of Government</u></p> <p>https://www.usa.gov/branches-of-government</p> <p>http://www.globalsecurity.org/military/world/algeria/government.htm</p> <p>http://www.bbc.com/news/world-africa-14094995</p> <p>http://globaledge.msu.edu/countries/mauritania/government</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>Divide the class into two groups: a democrat country and a kingdom. Allocate time for each group to discuss their role and then discuss with the opposing group about what way of ruling is better.</p>		
<p>Demonstrate knowledge and comprehension of Arab countries presidency/reign. Identify the role of the president/king and distinguish between the different countries political systems.</p> <p>Standard: 7.1.NH.A.4</p> <p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>Standard: 7.1.NH.C.3</p> <p>Describe in writing people and things from the home</p>	<ul style="list-style-type: none"> • What is a monarchy? • Who are the presidents/kings of the Arabic speaking countries? • How long does the president serve during his presidency in the Arab world and in the US? • How old do you have to be to vote in Arabic speaking 	<p>Biography</p> <p>Assign a current or past president from the Arab world and have students write a Biography in Arabic and then present it as their own. Include a picture of the president.</p> <p>Venn Diagram</p> <p>Using a Venn Diagram, compare and contrast an Arab country and US elections. Discuss with the whole group.</p>	<p><u>Arab Rulers</u></p> <p>https://www.youtube.com/watch?v=iPFvv_0sEJU</p> <p>http://pomeps.org/2014/11/03/political-system-preferences-after-the-arab-spring/</p> <p>http://www.mei.edu/content/article/five-arab-elections-search-democratic-transition</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>and school environment.</p> <p>Standard: 7.1.NH.C.2</p> <p>Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.</p>	<p>countries and in the US?</p> <ul style="list-style-type: none"> • Do people have the right to elect their president in Arabic speaking countries? • How is the relationship between Arab countries and the USA today? 	<p>Opinion</p> <p>Write a one page essay on your opinion on what should the role of a president be. Take turns to read aloud to a partner.</p> <p>Glogstr</p> <p>Create an election campaign poster on Glogstr</p>		

Unit 7 Vocabulary

Political System in the Middle East

النظام السياسي في الشرق الأوسط

سلام	إدارة	مجلس الشيوخ	بلد
حرب	النظام الحاكم	الكونغرس	رئيس
التاريخ	الشؤون العامة	جمهوري	ملك
جنود	مرشح	ديمقراطية	نائب الرئيس
علم	حملة	مملكة	ملكية
رأس المال	عدالة	قواعد	حكومة
أمن	مساواة	قوة	سياسي
النقاش	فساد	دكتاتور	النظام السياسي
		حق	الأصوات
			انتخابات

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. In groups, create presidential campaigning questions in Arabic and then act it out in class. Questions should be focused on various issues per group i.e. education, health, immigration, etc...</p>	<p>2. Prepare a combined project with the Social Studies teacher to help students understand the importance and the impact of Arabic speaking countries historical contributions. Students prepare a comparative time line showing world events, US events, and overlay the Arabic speaking countries timeline. Students present their work to the class.</p>
<p>Rubric Required</p>	<p>Rubric Required</p>