

Arabic IV Curriculum



Grades 9-12: Unit Three

Title: Iraq

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:

Unit 1 – Syria, Palestine, Jordan and Lebanon

Unit 2 – North Africa

Unit 3 - Iraq

Unit 4 – Saudi Arabia, Oman, Yemen, Qatar, Bahrain, and Kuwait

Unit 5 – UAE

Unit -6 -Chad, Somalia and Djibouti

Unit 7 – Arabic Speaking Diaspora North America

Pacing Chart – Unit 3 Iraq

| Pacing Chart – Unit 3 Iraq | | | |
|----------------------------|---|-------------------|---------|
| # | Student Learning Objective | CCSS | 4 weeks |
| 1 | Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. | 7.1.IL.A.3 | |
| 2 | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. | 7.1.IL.A.2 | |
| 3 | Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes. | 7.1.IL.A.1 | |
| 4 | Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation. | 7.1.IL.C.5 | |

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

Career Ready Practices

fully to their own career success.

- **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals 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

Career Ready Practices

and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles 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

Career Ready Practices

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

Career Ready Practices

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:

➤ **Common characteristic of the Iraq culture.**

➤ **The Mesopotamia**

➤ **Famous regions and landmarks**

| | | |
|---|--------------------|--------------------|
| Grade: 9-12 | Unit: Three | Topic: Iraq |
| New Jersey Core Curriculum Content Standards (NJCCCS): | | |
| 7.1.II.A.1, 7.1.II.A.2, 7.1.II.A.3, 7.1.II.A.4, 7.1.II.B.5, 7.1.II.C.2, 7.1.II.C.4, 7.1.II.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 |
|---|---|---|---|---|
| Identify, discuss and demonstrate your knowledge of Iraq and its culture, including food, music, religion(s), language(s), currency, celebrations, government | <ul style="list-style-type: none"> • What are the regions of Iraq? • Who lived in the | <p>Timeline Create a timeline of the famous historical contributions of the Mesopotamia civilization.</p> <p>Think/Pair/Share Assign students to read various segments about Iraq</p> | <p><u>Video on Mesopotamia</u> https://sites.google.com/site/1ancientcivilizationsforkids/ancient-iraq-mesopotamia https://youtu.be/Ki8S5I83Ccc <u>The National Anthem</u> https://www.youtube.com/w</p> | <p>Mesopotamia The language has been influenced by various words influences ranging from Akkadian, Persian, Kurdish, Turkish, and most notably, Aramaic, the once lingua franca of Mesopotamia. Many words have been borrowed from</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|--|---|---|--|---|
| <p>and tourism.</p> <p>Standard: 7.1.IL.A.6</p> <p>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>Standard: 7.1.IL.B.1</p> <p>Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>Standard: 7.1.IL.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual</p> | <p>areas that is now known as Iraq?</p> <ul style="list-style-type: none"> • How do the mixture of cultures and history reflect of present day Iraq? • How do cultures influence a language and what is the long term effect? • How does art participate in shaping an | <p>civilization. Students share the information read with a partner and then report back to the whole group.</p> <p>PowerPoint Students will create a power point based on the countries natural resources, animal and plant life, climate and geography.</p> <p>Compare and Contrast Using a T-chart students will compare life in the city vs. rural setting in Iraq.</p> <p>Video Watch a segment with observing the Iraq dialect being spoken. In pairs, discuss your observations, including language, accent, content, etc... and then report back to the whole group.</p> | <p>atch?v=70h1yc66uM4</p> <p><u>Iraq Regions</u> http://www.commisceo-global.com/country-guides/iraq-guide</p> <p><u>Famous Cities and Landmarks</u> https://www.youtube.com/watch?v=CJ0HWf_QmHs</p> <p>https://www.youtube.com/watch?v=-jgzTWOSdzQ</p> <p><u>Iraq Dialects</u> https://www.youtube.com/watch?v=h4y0wLTOhoY&list=PLbFbs6Vgmoh4UWd2i</p> | <p>these areas as well.</p> <p>More than ¾ of the Iraqi population lives in an urban setting, mainly in Baghdad, Basra, Mosul, and Erbil. Baghdad, the capital.</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|--|---|---|--|--|
| <p>prompts.</p> <p>Standard: 7.1.IL.C.4 Compare and contrast age and level-appropriate culturally authentic materials orally and in writing.</p> | <p>individual’s culture and tradition?</p> <ul style="list-style-type: none"> • How have surrounding countries influenced Iraqi cuisine? • What role does food play in culture? | <p>Glogster Create an electronic poster on Glogster about traditional food in Iraq.</p> <p>Journal Entry Write a one page journal entry about one or more aspects that interest you Iraqi cuisine.</p> <p>Cooking Prepare an authentic dish from Iraq and bring it to class for a taste. Provide explanation in the target language on how it was prepared including ingredients.</p> | <p>QJwUm3lBabjKnAEc&index=3 https://www.youtube.com/watch?v=h4qSKgglyQQ&list=PLbFbs6Vgmoh4UWd2iQJwUm3lBabjKnAEc&index=7</p> <p><u>Iraq Currency</u> http://www.xe.com/currency/iqd-iraqi-dinar</p> <p><u>Iraqi Food</u> Masqouf Iraq’s National Dish: https://youtu.be/VL8YiED3gwo https://www.youtube.com/watch?v=BmetXWNpbSg</p> <p><u>Iraqi recipes</u> http://www.food.com/topic/iraqi</p> | |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|--|--|--|
| <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.5</p> <p>Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.</p> <p>Label tangible products, dramatize and authentic song, or recite a poem associated with a target culture celebration.</p> <p>7.1.NM.C.2</p> <p>Imitate, recite, and/or</p> | <p>* What do Iraqi people celebrate?</p> <ul style="list-style-type: none"> • How does culture manifest itself in Iraqi people daily life? • How do music and history influence each other? • What is the significance of gift giving in Iraq culture? • How does traditional etiquette play a role in cultural celebrations? • How do traditional | <p>Picture Identification Teacher posts a variety of pictures and will distribute various sentences describing the pictures related to family, clothes and celebrations. Students will match the sentences to the posted pictures.</p> <p>Music- Teach students the Iraqi song “Anoudi” and provide them with lyrics.</p> <p>Journal Write a one page journal entry describing dabka of Iraq. Take turns reading your entry with a partner. Teacher selects few entries to share with the whole</p> | <p><u>Iraqi Music</u> https://www.youtube.com/watch?v=mXLp-z9bspq https://www.youtube.com/watch?v=iqI_KdK2yZY https://www.youtube.com/watch?v=50EfRviZqGs https://www.youtube.com/watch?v=d29X6MGIJ78&list=PLiYAETnJf5Lf0vGjBfDJ2KeSflykQ5axS</p> <p><u>Iraqi Art and Artists</u> https://theculturetrip.com/middle-east/iraq/articles/10-contemporary-artists-from-iraq-you-should-know/</p> | <p>Iraqi composers Abbas Jamil Nazim Naeem Mohammed Noshi Reza Ali Kamal Al Sayid, Kawkab Hamza, Talib Ghali, Hameed Al Basri, Tariq Al Shibli, Mufeed Al Nasih, Jaffer Al Khafaf, Talib Al Qaraghoul</p> <p>Famous Singers Khathem Alsaher</p> <p>*Iraq is accredited with the creation of the oldest guitar in the world. In addition to this, the invention of the</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|--|---|--|
| <p>dramatize simple poetry, rhymes, songs, and skits.</p> <p>Standard: 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> | <p>celebrations reflect Arabic culture as well as your own?</p> <ul style="list-style-type: none"> Does your family sing traditional holiday songs? How does the economy benefit from the different civilizations the country has inherited? How is cost of food/beverages in Iraq in comparison with the cost in the United States? | <p>group.</p> <p>Write a poem: In groups of four, have students brainstorm some rhyming words they have learned in Arabic. Then have them use their list of words to create a short poem. Groups will share their poems with the class.</p> <p>Post Card Write a post card to a friend. Include 4 to 5 items and their cost in the chosen Iraqi country currency.</p> <p>Journal Write a paragraph in your journal comparing cost of vegetables in an Iraq in comparison with the cost of</p> | <p>http://www.arthistoryarchive.com/arthistory/arabic/Iraqi-Artists.html</p> <p><u>Iraqi Dance/Hacha Dance</u> https://youtu.be/hnfP-DAK4F4</p> <p>https://www.youtube.com/watch?v=MGrRr6tDMTg</p> <p>https://www.youtube.com/watch?v=KATgj8YL9Dk</p> <p><u>Iraqi Celebrations</u> https://www.timeanddate.com/holidays/iraq/</p> <p><u>Prices in Iraq</u> https://www.numbeo.com/cost-of-living/country_result.jsp?country=Iraq</p> | <p>lute, to adding a 5th string to the rhythms and the various Iraqi maqams,</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|----------------------------------|---------------------|---|-----------|--|
| | | vegetables in the US. Explain which is less or more expensive. | | |

Unit 3 Vocabulary

Iraq

العراق

| | | | |
|--|---|---|--|
| موسيقى موسيقى تقليدية رقص الرقص ترادشونال الاحتفالات قديم جديد | اكل تقليدي الخضار ثمار طبق تقليدي لحم أرز خبز | بغداد البصرة الشرق غرب شمال جنوب البلاد | بلاد ما بين النهرين العراق القديم الثقافة التقاليد المناطق مشهور تأثير |
|--|---|---|--|

Unit Project (Choose 1)

| Project (Suggested) | Project (Suggested) |
|--|---|
| <p>1. Video Blog - Document your weekend through a video blog. Include wake up time, meals, activities, visits, outings, text messages, calls, etc.... (in Arabic)</p> <p>Rubric Required</p> | <p>2. Create a video of yourself making an authentic meal from Iraq. Explain in your video a step by step process of your cooking, including ingredients used, the amount, and the quality. Bring the final product to class for a taste.</p> <p>Rubric Required</p> |