

Arabic IV Curriculum



Grades 9-12: Unit Four

Title: Arabian Peninsula: Saudi Arabia, Oman,
Yemen, Qatar, Bahrain, Kuwait and UAE

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 1

Pacing Chart – Unit 1		
Unit 1	Middle East: Syria, Lebanon, Jordan, Palestine and Iraq	4 weeks
Unit 2	Palestine	5 Weeks
Unit 3	North Africa: Algeria, Morocco, Tunisia, Libya, Sudan, Egypt, Mauritania, and Western Sahara	6 Weeks
Unit 4	Arabian Peninsula: Saudi Arabia, Oman, Yemen, Qatar, Bahrain, Kuwait and UAE	6 Weeks
Unit 5	United Arab Emirates	5 Weeks
Unit 6	Chad, Somalia, and Djibouti	5 Weeks
Unit 7	Arabic-speaking Diaspora in North America	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 effect of other countries in the country’s culture and traditions
- The importance of religious beliefs and daily prayers
- The role of men as patriarchs in the home and society

Grade: 9-12	Unit: Four	Topic: Arabian Peninsula: Saudi Arabia, Oman, Yemen, Qatar, Bahrain, Kuwait and UAE
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.II.A.1, 7.1.II.A.4, 7.1.II.A.5, 7.1.II.A.6, 7.1.II.B.1, 7.1.II.C.2, 7.1.II.C.3, 7.1.II.C.4		
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 Saudi Arabia and its culture, including food, music,	<ul style="list-style-type: none"> • How are religious beliefs interconnected with a culture? 	<p>Video</p> <p>Watch the documentary “Saudi Arabia” Discuss with your partner key points noted about Saudi Arabia</p>	<p>Video</p> <p>https://www.youtube.com/watch?v=8DetBSchbc0</p> <p>https://www.youtube.com/watch?v=UeZ-KTx3MTs</p>	<p>Holy Cities: Mecca and Madinah</p> <p>Royal Family</p> <p>Oil</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>religion(s), language(s), currency, celebrations, government and tourism.</p> <p>Standard: 7.1.II.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>Standard: 7.1.II.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>Standard: 7.1.II.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>Standard: 7.1.II.C.4 Compare and contrast age</p>	<ul style="list-style-type: none"> • What is Saudi Arabia famous for? • What family governs Saudi Arabia? • What type of political regime does the country have? • What defines the poverty level in Saudi Arabia? • What is the role of women in Saudi Arabia? 	<p>and then share your views with the whole group.</p> <p>Journal Entry Write a journal entry on your observations of Saudi Arabian and its culture, including your observations about various areas. What did you find particularly appealing? Why?</p> <p>Music Listen to a music from Saudi Arabia and discuss with a partner the influences and backgrounds. Compare and contrast with a piece of music from another culture.</p> <p>Venn Diagram Look at the video of Saudi food. Use a Venn Diagram to compare Saudi food and food from another country.</p>	<p><u>The National Anthem</u> https://www.youtube.com/watch?v=UeZ-KTx3Mts</p> <p><u>The Culture/Religions</u> http://traveltips.usatoday.com/culture-religion-saudi-arabia-15694.html</p> <p>http://www.commisceo-global.com/country-guides/saudi-arabia-guide</p> <p><u>Currency</u> http://www.xe.com/currency/sar-saudi-arabian-riyal</p> <p><u>Tourist</u> http://www.sauditourism.sa/en/Pages/default.aspx</p> <p><u>Music</u> https://www.youtube.com/watch?v=78joHNOiJZA</p> <p>https://www.youtube.com/watch?v=4shiO7d5vEY</p>	

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and level-appropriate culturally authentic materials orally and in writing.			<p><u>Food</u> https://www.youtube.com/watch?v=wCsyx6T1yrc https://www.youtube.com/watch?v=MPGBdzDO1RA</p>	
<p>Identify, discuss and demonstrate your knowledge of Oman and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>Standard: 7.1.II.C.2</p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>Standard: 7.1.II.A.1</p> <p>Identify the main idea and most supporting details contained in culturally authentic materials using electronic information</p>	<ul style="list-style-type: none"> • What is the main religion in Oman? • How is Oman governed? • How is the poverty level defined in Oman? • What role does food 	<p>Story Create and write a short story based on a character/personality that influenced the nation of Oman. Share your story with a partner.</p> <p>Video Watch the video “Oman - An exotic journey from Muscat to Salalah”. Discuss your observations with a partner and then write a one page summary.</p>	<p><u>Video</u> https://www.youtube.com/watch?v=dYAZDWJuxCE https://www.youtube.com/watch?v=fheSyXB2er4</p> <p><u>The National Anthem</u> https://www.youtube.com/watch?v=S3n0sOVEouE</p> <p><u>The Culture/Religions</u> http://www.everyculture.com/No-Sa/Oman.html</p> <p><u>Currency</u> http://www.xe.com/currencyconverter/convert/?Amount=1&From=OMR&To=INR</p>	

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<p>sources related to targeted themes.</p> <p>Standard: 7.1.II.A.5</p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>Standard: 7.1.II.A.6</p> <p>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic material orally and in writing.</p>	<p>play in culture?</p> <ul style="list-style-type: none"> • How does one music style influence another style? • What type of political regime does the country have? • What is the role of women in Oman? 	<p>Venn Diagram</p> <p>Have students read articles about the culture of Oman and the culture of another Arab country (Teacher provides articles). Then have them draw a Venn Diagram of both.</p> <p>Recipe</p> <p>Watch the video of an Omani recipe. Have students discuss the difference of Omani dishes and dishes cooked in other countries in the Arab World.</p>	<p><u>Tourist</u> http://www.destinationoman.com/</p> <p><u>Music</u> https://www.youtube.com/watch?v=87h_TNLHRGY https://www.youtube.com/watch?v=OLOPEqY_IMQ</p> <p><u>Food</u> https://www.youtube.com/watch?v=9nqdcOVp_s8 https://www.youtube.com/watch?v=ByJKdvY53zo</p>	
<p>Identify, discuss and demonstrate your knowledge of Yemen and its culture, including food, music, religion(s), language(s), currency, celebrations, government</p>	<ul style="list-style-type: none"> • What is the main religion of Yemen? • Who governs Yemen? • What is the poverty 	<p>Comics</p> <p>Using makebeliefscomix.com, create a comic illustrating of the culture of Yemen.</p>	<p><u>Video</u> https://www.youtube.com/watch?v=jtHCzp2r9So https://www.youtube.com/watch?v=IU_jwVabMdk https://www.youtube.com/w</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>and tourism.</p> <p>Standard: 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>Standard: 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>Standard: 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p>	<p>level in Yemen?</p> <ul style="list-style-type: none"> • What type of political regime the country has? • What is the role of women in Yemen? • What roles does music play in a culture? 	<p>Video-Think/Pair/Share Watch the video on Yemen and then discuss the contents with a partner.</p> <p>Power Point Create a power point that highlights cultural aspects that intrigue you about the Yamani culture. Discuss with your partner.</p> <p>Glogster- Create a Glogster to illustrate the role of women in Yemen</p> <p>T-chart Use a 3 column T-chart to compare and contrast 2 types of music in this</p>	<p>atch?v=cfqJk1_qWmk</p> <p><u>The National Anthem</u> https://www.youtube.com/watch?v=93DN3voc-Xw</p> <p><u>The Culture/Religions</u> http://www.everyculture.com/To-Z/Yemen.html</p> <p><u>Currency</u> http://www.xe.com/currency/yer-yemeni-rial</p> <p><u>Tourist</u> https://www.youtube.com/watch?v=JLDnsOndCio</p> <p><u>Music</u> https://www.youtube.com/watch?v=-6HBGg1cAI0 https://www.youtube.com/watch?v=XZwHMEVrT4g</p> <p><u>Food</u></p>	

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	<ul style="list-style-type: none"> How does music create a mood? 	region.	https://www.youtube.com/watch?v=z2xjRIHaoU8 https://www.youtube.com/watch?v=Us4WZdVdFEs	
<p>Identify, discuss and demonstrate your knowledge of Qatar and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>Standard: 7.1.II.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.II.B.1</p> <p>Use digital tools to participate in short</p>	<ul style="list-style-type: none"> How are religious beliefs interconnected with culture? What is Qatar famous for? What family dominates Qatar? What type of political regime does the country have? Is there any poor people in Qatar? 	<p>Video</p> <p>Watch the documentary “فيلم وثائقي قطر” Discuss with your partner key points noted about Saudi Arabia and then share your views with the whole group.</p> <p>Journal Entry</p> <p>Write a one page journal entry on your observations of Qatar and its culture, including likes and dislikes of various areas.</p> <p>Music</p> <p>Listen to a music from Qatar and discuss with a</p>	<p>Video</p> <p>https://www.youtube.com/watch?v=QiQewpL5L-Y</p> <p>https://www.youtube.com/watch?v=Sj54xioDfZc</p> <p>The National Anthem</p> <p>https://www.youtube.com/watch?v=_Ub4frgwRTw</p> <p>The Culture/Religions</p> <p>http://www.everyculture.com/No-Sa/Qatar.html</p> <p>http://www.infoplease.com/country/qatar.html</p> <p>Currency</p>	

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<p>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 prompts.</p> <p>Standard: 7.1.IL.C.4</p> <p>Compare and contrast age and level-appropriate culturally authentic materials orally and in writing.</p>	<ul style="list-style-type: none"> What is the role of woman in Qatar? 	<p>partner the influences and backgrounds. Compare and contrast with a piece of music from another culture.</p> <p>Venn Diagram</p> <p>Look at the video of Qatari food. Make a Venn Diagram with Saudi food and food from another country.</p>	<p>http://www.xe.com/currency/qar-qatari-riyal</p> <p>Tourist</p> <p>https://www.youtube.com/watch?v=1EB1Dt2BpUQ</p> <p>https://www.youtube.com/watch?v=c2gHJofDUJk</p> <p>Music</p> <p>https://www.youtube.com/watch?v=Rt5E53oAofU</p> <p>https://www.youtube.com/watch?v=a9AXaNSZ8As</p> <p>Food</p> <p>https://www.youtube.com/watch?v=JK-Wf48An50</p> <p>https://www.youtube.com/watch?v=LV0pWo0ELmc</p>	
<p>Identify, discuss and demonstrate your knowledge of Bahrain and</p>	<ul style="list-style-type: none"> How are religious beliefs interconnected with culture? 	<p>Story</p>	<p>Video</p> <p>https://www.youtube.com/watch?v=roaSB2L4zcA</p> <p>The National Anthem</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>Standard: 7.1.II.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.II.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.II.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>Standard: 7.1.II.C.4</p>	<ul style="list-style-type: none"> • What is Bahrain famous for? • Who dominates Bahrain? • What type of political regime does the country has? • What is the poverty level there in Bahrain? • What is the role of woman in Bahrain? • How does food play a crucial role in culture? 	<p>Create and write a short story based on a character/personality that influenced the nation of Bahrain. Share your story with a partner.</p> <p>Video</p> <p>Watch the video “Manama, Bahrain - The most beautiful city in the world 2016”. Discuss your observations with a partner and then write a one page summary.</p> <p>Venn Diagram</p> <p>Have students read articles about the culture of Bahrain and the culture of another Arab country (Teacher provides articles). Then have them draw a Venn Diagram of both.</p>	<p>https://www.youtube.com/watch?v=Fqz3v0N97E8</p> <p><u>The Culture/Religions</u> http://www.everyculture.com/A-Bo/Bahrain.html</p> <p>https://www.justlanded.com/english/Bahrain/Bahrain-Guide/Culture/Social-Customs</p> <p><u>Currency</u> http://www.xe.com/currency/bhd-bahraini-dinar</p> <p><u>Tourist</u> https://www.youtube.com/watch?v=vQgFfRQolzW</p> <p>https://www.youtube.com/watch?v=B4brv0qW_W8</p> <p>https://www.youtube.com/watch?v=ooiRZzLOVug</p> <p><u>Music</u></p>	

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<p>Compare and contrast age and level-appropriate culturally authentic materials orally and in writing.</p>		<p>Recipe</p> <p>Watch the video of an Omani recipe. Have students discuss the difference of Bahraini dishes and dishes cooked in other countries in the Arab World.</p> <p>Venn Diagram</p> <p>Use a Venn Diagram to compare and contrast two areas in Arabia Peninsula.</p>	<p>https://www.youtube.com/watch?v=mWgJv8G3Z_k</p> <p>https://www.youtube.com/watch?v=EmGU6n1Gmc0</p> <p>Food</p> <p>https://www.youtube.com/watch?v=dbKbda8FSZI</p> <p>https://www.youtube.com/watch?v=1TQZJHZkcJA&list=PLEj4GBBP9Uq2ND-my2OGU8UTu9aK6CjY-&index=1</p>	
<p>Identify, discuss and demonstrate your knowledge of Kuwait and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>Standard: 7.1.II.A.6</p> <p>Identify the main idea, theme, and most</p>	<ul style="list-style-type: none"> • How are religious beliefs interconnected with culture? • What is Kuwait famous for? • What family dominates Kuwait? 	<p>Comics</p> <p>Using the makebeliefscomix.com, create a comic illustrating of the culture of Kuwait.</p> <p>Timeline</p> <p>Watch the video on Kuwait. Discuss major events with a partner and create a</p>	<p>Video</p> <p>https://www.youtube.com/watch?v=zJX1v9u2wc</p> <p>https://www.youtube.com/watch?v=rkwab9vXBUg</p> <p>https://www.youtube.com/watch?v=dUvVzATHLmE</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>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 prompts.</p> <p>Standard: 7.1.IL.C.4</p> <p>Compare and contrast age and level-appropriate culturally authentic materials orally and in writing.</p>	<ul style="list-style-type: none"> • What type of political regime the country has? • Is there any poor people in Kuwait? • What is the role of woman in Kuwait? 	<p>timeline.</p> <p>Small Groups.</p> <p>As a group chart cultural aspects that intrigue you about the Kuwaiti culture. Report out to the class.</p>	<p><u>The National Anthem</u> https://www.youtube.com/watch?v=BH6wMbJiFnc</p> <p><u>The Culture/Religions</u> http://www.everyculture.com/Ja-Ma/Kuwait.html</p> <p>http://iml.jou.ufl.edu/projects/spring06/eisa/culture.htm</p> <p><u>Currency</u> http://www.xe.com/currency/kwd-kuwaiti-dinar</p> <p><u>Tourist</u> https://www.youtube.com/watch?v=QQDwmJZuieU</p> <p><u>Music</u> https://www.youtube.com/watch?v=zn-8v9n9Zu4</p> <p>https://www.youtube.com/watch?v=tbj_8S5OtrE</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
			<p><u>Food</u> https://www.youtube.com/watch?v=x0hwKO9cy-k&index=3&list=PL-K_tfmxdgHUGx4VL3UNcNfYLYmrcKGoc</p>	

Unit 4 Vocabulary

Arabian Peninsula: Saudi Arabia, Oman, Yemen, Qatar, Bahrain, Kuwait and UAE

الجزيرة العربية : المملكة العربية السعودية ، عمان ، اليمن ، قطر ، البحرين ، الكويت و الإمارات العربية المتحدة

مال	المملكة العربية	عملة	المدن المقدسة
ثروة	السعودية	العاصمة	مكة
بنزين	قطر	تأثير	المدينة المنورة
صحراء	سلطنة عمان	علم	العائلة الملكية
نهر	اليمن	موسيقى	نפט
بحر	البحرين	سياحي	دور المرأة
جزيرة	الكويت		سيطر

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>Research the weather conditions and landmarks for one of countries in the Arabian Peninsula. Create a brochure for a vacation. Please sure to include pictures and summarize key details. Students present in class and provide descriptions, answer questions, and explain special moments.</p> <p style="margin-top: 20px;">Rubric Required</p>	<p>Create a video of yourself making an authentic meal from one of the Sham dishes. 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 style="margin-top: 20px;">Rubric Required</p>