

Arabic IV Curriculum



Grades 9-12: Unit Five

Title: United Arab Emirates

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		
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:

- How did the new life that we know in UAE started
- Why were the man-made island created
- The percentage of foreigners in UAE

Grade: 9-12	Unit: Five	Topic: United Arab Emirates
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 United Arab Emirates and its culture, including food,	<ul style="list-style-type: none"> • How did the UAE started? 	Journal Entry : Using the UAE government official website. Introduce students to the 7 Emirates, and discuss which Emirates identify the ones they are	The seven Emirates: الإمارات السبع http://government.ae/seven-emirates	7 emirates Oil industry Fly Emirates Dubai Abu Dhabi

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</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>	<ul style="list-style-type: none"> Who governs UAE? What is the most famous city in UAE? What is the importance of oil industry in UAE What is the natural resource that makes the county rich? 	<p>familiar with and which ones they have no background knowledge.</p> <p>Video: Watch a video of UAE. Make a list of new words. Chart the growth of the UAE discuss these points with your group. Group reports out to the class</p> <p>Compare and contrast Create a T-chart with your group to compare and contrast US city to Dubai.</p> <p>Graph/Chart Graph/Chart historical events that UAE witnessed using evidence from the article and video. Share your observations with a partner, then share findings with the whole group.</p>	<p>Then and Now https://www.youtube.com/watch?v=F585Gtp2c0E</p> <p>https://www.youtube.com/watch?v=ko0QFRVMESE</p> <p>Article: The History of UAE: تاريخ دولة الإمارات العربية المتحدة http://www.ajnrd.ae/arabic/history/</p> <p>Documentary: UAE https://www.youtube.com/watch?v=BLtrXzz4LzE</p> <p>UAE economic growth: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=10&cad=rja&uact=8&ved=0ahUKewiK_fGnqtjOAhWoL8AKHbjfC4EQFghaMAk&url=https%3A%2F%2Fso.cailstudy.files.wordpress.com%2F2012%2F03%2Fd</p>	<p>Expensive cars</p> <p>Tall Building</p> <p>Rich Lifestyle</p> <p>Man-Made Island</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>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.C.3 Use language creatively to respond in writing to a variety of oral or visual 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>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas</p>	<ul style="list-style-type: none"> • How are religious beliefs interconnected with culture? • Which US city can be compared to Dubai? Why? • How did Dubai change over the last 35 years? 	<p>Journal Entry Write a journal entry after watching the video “A Tour in Dubai” and the power point presentation. Please sure to include in your entry the main points of interest in Dubai and their cultural importance.</p> <p>Discussion In groups of three, discuss the importance of speaking two or more languages in Dubai.</p>	<p>8a7d984d980d980d980d8b4d980d98ad980d980d8aed8b2d8a7d98ad980d980d980d8af11.ppt&usg=AFQjCNHXWVnQUoK6cGPg5Z_TZocYfSPIgA&sig2=J7ILtKP-HSVRxHIhm1RN6w&by_m=bv.129759880,d.dmo The National Anthem https://www.youtube.com/watch?v=o7KpDBYYB4Q</p> <p>Dubai https://www.youtube.com/watch?v=IzUMzOMUAtY</p> <p>https://www.youtube.com/watch?v=TJVHiWyrUF8</p> <p>Emirati Food https://www.youtube.com/watch?v=wEMwF5YbIQa</p> <p>https://www.youtube.com/watch?v=hjgKZ0S8G5Q</p> <p>Dubai Government</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Identify, discuss and demonstrate your knowledge of Dubai and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p>	<ul style="list-style-type: none"> • What is it like to be royal? What is the role of a royal child? • Do fairy tales end happy? 	<p>Poster: Create a poster about the different places you can visit and activities you can do in Dubai.</p>	<p>Official Page: http://www.dubai.ae/ar/Page/default.aspx</p> <p>A tour in Dubai: https://www.youtube.com/watch?v=3m9g4GnmCeg</p> <p>https://www.youtube.com/watch?v=s1hzmzkFKMU</p> <p><u>Emirati Music</u> https://www.youtube.com/watch?v=NiFf5JrMKfg</p> <p><u>Celebration</u> http://www.iexplore.com/articles/travel-guides/middle-east/united-arab-emirates/festivals-and-events</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Identify, discuss and demonstrate your knowledge of Abu Dhabi and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p>		<p>Video Watch the video “Abua Dhabi the capital” and write a one page summary of the important aspects of the growth Abu Dhabi has witnessed. Share with a partner.</p> <p>A Royal Vision: Create and write your own royal vision after reading/viewing the changes that Abu Dhabi witnessed based on a prince’s vision. Take turns sharing your visions with a partner. Teacher will collect all visions and create a book.</p>	<p>Tourism in Dubai: http://www.batuta.com/%D8%A7%D9%84%D9%88%D8%AC%D9%87%D8%A7%D8%AA/%D8%A7%D9%84%D8%A5%D9%85%D8%A7%D8%B1%D8%A7%D8%AA/%D9%85%D8%AF%D9%86-%D8%A7%D9%84%D8%A5%D9%85%D8%A7%D8%B1%D8%A7%D8%AA/%D8%AF%D8%A8%D9%8A</p>	

Unit 5 Vocabulary

United Arab Emirate

الإمارات العربية المتحدة

إضافي أشياء باهظة مكلفة مال نمط الحياة	الناس من جميع أنحاء العالم مقصد سياحي إستكشاف فن التسوق المهرجانات	الأماكن الفاخرة أكبر مركز تسوق أطول مبنى التجارة العالمية أناس أغنياء	دبي أبو الذهبي الشارقة جزيرة من صنع الإنسان أبنية عالية فاخر دولي
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Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create a virtual trip through the seven Emirates and concentrate on the Emirates studied in this Unit. Design a trip for a period of 12 days, include points of interest you will visit i.e. malls, castles, etc... Include an itinerary, images of the places you will visit and a cost that will include airfare, hotel accommodations, entries to places of interest, food, etc....</p> <p style="margin-top: 20px;">Rubric Required</p>	<p>2. Travel Brochure or blog: Write a two page essay in Arabic on one of the Emirates discussed in this Unit. Discuss why you selected your area, points of interest and other aspects that you enjoy about your choice. Your essay should be well organized, written clearly with evidence to support your point of view.</p> <p style="margin-top: 20px;">Rubric Required</p>