PATERSON PUBLIC SCHOOLS
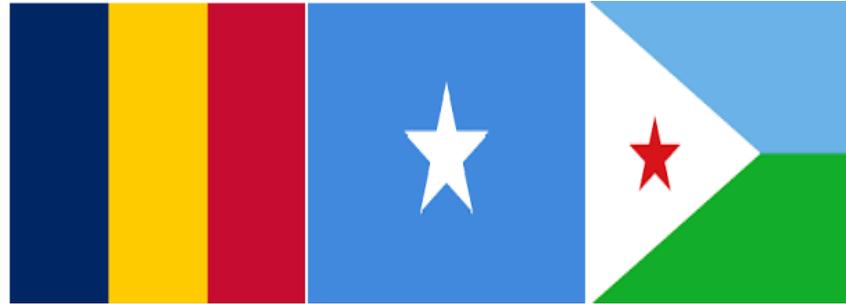*Preparing All Children for College and Career*

Arabic IV Curriculum

Grades 9-12: Unit Six

Title: Chad, Somalia, and Djibouti

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.

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Preparing All Children for College and Career

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.

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Preparing All Children for College and Career

Differentiated Instruction			
Accommodate Based on Students Individual Needs: Strategies			
Time/General	**Processing**	**Comprehension**	**Recall**
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• 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: Six	Topic: Chad, Somalia, and Djibouti
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.IL.A.1, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.6, 7.1.IL.B.1, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.4		
ACTFL Modes of Communication: - Interpersonal - Interpretive - Presentational		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Identify, discuss and demonstrate your knowledge of Chad and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.	• What are the benefits of traveling to other countries? • How can we explore culture during our	**Video-Think/Pair/Share** Watch the documentary "Chad Documentary" Discuss with your partner key points noted about Chad and then share your views with the whole group.	**Video** https://www.youtube.com/watch?v=KqkZmR7BtJ4 https://www.youtube.com/watch?v=qiQHBceX5Zg https://www.youtube.com/watch?v=NbCQR-1RSg8	Languages: French, Arabic, Chadic languages of Boudouma, Kera, Massa, and Moussey, and the Semitic language such as the Chadian Arabic.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Standard: 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials. **Standard: 7.1.IL.B.1** Use digital tools to participate in short conversations and to exchange information related to targeted themes. **Standard: 7.1.IL.C.3** Use language creatively to respond in writing to a variety of oral or visual prompts. **Standard: 7.1.IL.C.4** Compare and contrast age and level-appropriate culturally authentic materials orally and in	visit to a country? • How are religious beliefs interconnected with culture? • How many religions can you find in Chad? • How is Chad governed? • How is the poverty level determined in Chad? • What type of political regime the country has?	**Journal Entry** Write a one page journal entry on your observations of Chad and its culture, including likes and dislikes of various areas. **Music** Listen to a music from Chad and discuss with a partner the influences and backgrounds. Compare and contrast with a piece of music from another culture. **Venn Diagram** Look at the video of Chadian food. Make a Venn Diagram with Chadian food and food from another country.	**The Culture/Religions** http://www.mapsofworld.com/chad/society-and-culture.html http://www.photius.com/countries/chad/society/chad_society_religion.html **Currency** http://chadian.currencyname.com/ **Tourist** https://www.youtube.com/watch?v=4UJ4FyksosQ http://www.iexplore.com/articles/travel-guides/africa/chad/attractions **Music** https://www.youtube.com/watch?v=qZMz0zJRJo4 https://www.youtube.com/w	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
writing.	• What is the role of woman in Chad?	**Postcard** Write a postcard to your parents to inform them of your safe arrival to your destination in Chad. Include in your card your flight experience, transportation to your hotel and your experience at the hotel (registration, room, etc.) Illustrate the back side of your postcard.	atch?v=3FmUNJT_8Rc **Food** https://www.youtube.com/watch?v=kXL8kjd0sFo	**Food:** Peanut sauce, Karkanji, Daraba, Jarret de boeuf, Kisser, La bouillie, and Aiyash
Identify, discuss and demonstrate your knowledge of Somalia and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism. **Standard: 7.1.IL.C.2** Present student-created	• How many religions can you find in Somalia? • What type of government does Somalia have? • What is the difference between Somalia and	**Power Point** Create and write a PPT based on a character/personality that influenced a nation. Share your story with a partner.	**Video** https://www.youtube.com/watch?v=PwJZMZdUO7c https://www.youtube.com/watch?v=5RnCfYxFs7Q **The Culture/Religions** http://guide.culturecrossing.net/basics_business_student.php?id=41	Somalia and Somaliland

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
and/or authentic short plays, skits, poems, songs, stories, or reports. **Standard: 7.1.IL.A.1** Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes. **Standard: 7.1.IL.A.5** Demonstrate comprehension of conversations and written information on a variety of topics. **Standard: 7.1.IL.A.6** Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic material orally and in writing.	Somaliland? • What is the poverty level in Somalia? • What type of political regime the country has? • What is the role of woman in Somalia? • What role does food have in culture	**Video** Watch the video "History of Somalia& Somaliland Documentary 1960- 1980". Discuss your observations with a partner and then write a one page summary. **Venn Diagram** Have students read articles about the culture of Somalia and the culture of another Arab country (Teacher provides articles). Then have them draw a Venn Diagram of both. **Recipe** Watch the video of a Somalian recipe. Have students discuss the difference of Somalian dishes and dishes cooked in	http://www.our-africa.org/chad/people-culture http://www.everyculture.com/Bo-Co/Chad.html **Currency** http://www.somalbanca.org/currency.html **Tourist** http://www.iexplore.com/articles/travel-guides/africa/somalia/attractions https://www.youtube.com/watch?v=GbTSwHj4jYE **Music** https://www.youtube.com/watch?v=gUMzqW0l0G8 https://www.youtube.com/watch?v=jK5hpRPlQ94	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		other countries in the Arab World.	**Food** https://www.youtube.com/watch?v=GMzPwYSPHLk https://www.youtube.com/watch?v=yublWSglbVU	
Identify, discuss and demonstrate your knowledge of Djibouti and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism. **Standard: 7.1.IL.C.2** Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. **Standard: 7.1.IL.A.5** Demonstrate comprehension of conversations and written information on a variety of	• How many religions can you find in Djibouti? • Who governs Djibouti? • What is the poverty level in Djibouti? • What type of political regime the country has? • What is the role of	**Comics** Using makebeliefscomix.com, create a comic illustrating the culture of Djibouti, **Video** Watch the video on Djibouti and then discuss the contents with a partner. **Journal Entry** Write a one page journal entry highlighting cultural aspects that intrigue you. Explain your selection. Discuss with your partner.	**Video** https://www.youtube.com/watch?v=kct1Bxg3WjM https://www.youtube.com/watch?v=aXcT-ojVv9s **The Culture/Religions** http://www.everyculture.com/Cr-Ga/Djibouti.html http://www.mapsofworld.com/djibouti/culture/ **Currency** http://www.xe.com/currency/djf-djiboutian-franc **Tourist** http://www.iexplore.com/art	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
topics. **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.	woman in Djibouti? • What is music? • What constitutes art? • What is the impact of music on teenagers? • How did Arabic music influence American music?	**School Newspaper Article** Students work in small groups to write an article or advertisement for the school newspaper about the maqam-focus on some of its characteristics. Students in each group should take one of the following roles: editor, journalist, or photographer and talk about what they need to do to produce the end product Students present the final product to the class. **Compare and Contrast** Compare and contrast Arabic and American pop music.	icles/travel-guides/africa/djibouti/attractions http://www.worldtravelguide.net/djibouti/things-to-do **Music** https://www.youtube.com/watch?v=5b2qDS6GW-o https://www.youtube.com/watch?v=yPpRL0b0eFE **Food** http://www.travelingeast.com/africa/djibouti/food-in-djibouti/ http://www.healthy-life.narod.ru/wor_ek57.htm	

Unit 6 Vocabulary				
Chad, Somalia and Djibouti				
تشاد والصومال و جيبوتي				
اللغة الفرنسية	تشاد	كوخ	ثقافة
لهجة	الشعب التشادي	القرى	التقليد
ثراء البلاد	الصومال	أفريقيا	دين
ربه منزل	الشعب الصومالي	تأثير	القيم
المزارعين	جيبوتي	لغة	الاستقلال
حقل	الناس جيبوتي	سياحة	فقر
	صراع	موسيقى	جوع

Unit Project (Choose 1)	
Project (Suggested)	**Project (Suggested)**
The President is running for a second term of office. You are his speech writer. Write a stump speech of a full page (500 words) that he can use to appeal to the voters and help his party to dominate political power. What were his successes during his first term? Keeping in mind the geography, culture and history of his country, what will be his platform?	You are a tourist in the one of the three countries of **Chad, Somalia, and Djibouti**. To plan your activities, you must conduct research on one of these countries. Pick two events that you would like to participate in and tell why. Of the remaining events, write six of them on your paper and describe the sort of person who would be likely to choose each one. Consider age, gender, physical condition, social status and interest.
Rubric Required	Rubric Required