

# Arabic IV Curriculum



## **Grades 9-12: Unit Seven**

**Title: Arabic-speaking Diaspora in North America**

## *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

<b>Pacing Chart – Unit 1</b>		
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"> <li>Extra time for assigned tasks</li> <li>Adjust length of assignment</li> <li>Timeline with due dates for reports and projects</li> <li>Communication system between home and school</li> <li>Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>Extra Response time</li> <li>Have students verbalize steps</li> <li>Repeat, clarify or reword directions</li> <li>Mini-breaks between tasks</li> <li>Provide a warning for transitions</li> <li>Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>Precise step-by-step directions</li> <li>Short manageable tasks</li> <li>Brief and concrete directions</li> <li>Provide immediate feedback</li> <li>Small group instruction</li> <li>Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made checklist</li> <li>Use visual graphic organizers</li> <li>Reference resources to promote independence</li> <li>Visual and verbal reminders</li> <li>Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>Computer/whiteboard</li> <li>Tape recorder</li> <li>Spell-checker</li> <li>Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Study guides</li> <li>Shortened tests</li> <li>Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>Consistent daily structured routine</li> <li>Simple and clear classroom rules</li> <li>Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>Individual daily planner</li> <li>Display a written agenda</li> <li>Note-taking assistance</li> <li>Color code materials</li> </ul>

## 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:**

- **When did the Arabs migration started in North America**
- **Cities of North America where most Arabs live**
- **Role of Arabs in North America**

<b>Grade: 9-12</b>	<b>Unit: Seven</b>	<b>Topic: Arabic-speaking Diaspora in North America</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.4, 7.1.IL.C.5		
<b>ACTFL Modes of Communication:</b>		
<ul style="list-style-type: none"> <li>• <i>Interpersonal</i></li> <li>• Interpretive</li> <li>• Presentational</li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Determine the role and the influence of Arab culture in the United States including music, food, language, and celebrations.	<ul style="list-style-type: none"> <li>• How does geography influence lifestyle?</li> <li>• What makes places unique and different?</li> </ul>	<p><b><u>Think/Pair/Share</u></b></p> <p>After students to read an article about cities with high Arabic populations. Students discuss their finidngs read with a partner</p>	<p><b><u>Arab-Americans</u></b>  <a href="https://www.youtube.com/watch?v=DcOucPOVjGU">https://www.youtube.com/watch?v=DcOucPOVjGU</a>   <a href="http://www.aaiusa.org/demo/graphics">http://www.aaiusa.org/demo/graphics</a></p>	Arabic Festivals across the USA

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>Standard: 7.1.II.A.3</b>            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.</p> <p><b>Standard:7.1.II.A.4</b>            Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>Standard:7.1.II.B.5</b>            Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	<ul style="list-style-type: none"> <li>• When did the migration of Arabs start coming to the USA?</li> <li>• What cities have the most number of Arabs?</li> <li>• How do cultural origins evolve over a period of time?</li> <li>• What is the role of Arab-Americans in the USA?</li> <li>• What are the benefits of speaking another language?</li> </ul>	<p>and then report back to the whole group.</p> <p><b>Video</b>            Watch the video “Spread of Arabic in the US”. In pairs, discuss your observations. Talk about why would be important to learn Arabic. Report back to the whole group.</p> <p><b>Compare and Contrast</b>            Watch the video on Arabic food. Compare and contrast Arabic and American food. Share your observations and discuss with a partner.</p> <p><b>Essay</b>            Write a page essay stating the reasons why are you learning Arabic. Write the benefit of it in the future.</p>	<p><a href="http://www.aaiusa.org/famous-arab-americans">http://www.aaiusa.org/famous-arab-americans</a></p> <p><a href="http://www.migrationpolicy.org/article/middle-eastern-and-north-african-immigrants-united-states">http://www.migrationpolicy.org/article/middle-eastern-and-north-african-immigrants-united-states</a></p> <p><b>Michigan</b>  <a href="http://www.aljadid.com/content/detroit-arab-capital-north-america">http://www.aljadid.com/content/detroit-arab-capital-north-america</a></p> <p><b>Arab- American Women</b>  <a href="https://www.youtube.com/watch?v=pIVNKOc6QGE">https://www.youtube.com/watch?v=pIVNKOc6QGE</a></p> <p><b>Arabic Language</b>  <a href="https://www.youtube.com/watch?v=p0cXB-i7418">https://www.youtube.com/watch?v=p0cXB-i7418</a></p> <p><b>Arabic Food</b>  <a href="https://www.youtube.com/watch?v=qznzxi7Ng2U">https://www.youtube.com/watch?v=qznzxi7Ng2U</a></p> <p><b>Music</b>  <a href="https://www.youtube.com/watch?v=9TDIry1ZXkE">https://www.youtube.com/watch?v=9TDIry1ZXkE</a></p>	<p>Arabic food</p> <p>Arabic Music Influences</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Determine the role and the influence of Arab culture in the Canada including music, food, language, and celebrations.</p> <p><b>Standard: 7.1.IL.A.3</b></p> <p>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.</p> <p><b>Standard:7.1.IL.A.4</b></p> <p>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>Standard:7.1.IL.B.5</b></p> <p>Engage in short conversations about personal experiences or</p>	<ul style="list-style-type: none"> <li>• When did the migration of Arabs start coming to the Canada?</li> <li>• What cities have the most number of Arabs?</li> <li>• How do cultural origins evolve over a period of time?</li> <li>• Why are holidays important?</li> <li>• What is a cultural celebration?</li> <li>• What is the role of Arab-Canadians in Canada?</li> </ul>	<p><b>Video</b></p> <p>Watch the video of Arabic music in Canada. Discuss the similarities and differences with American music performance.</p> <p><b>Trip</b></p> <p>There are several Arabic Festivals during the year in Canada. Plan a trip: a) outline the places and activities, and b) write a one page description of one of your favorite festivals.</p> <p><b>Song/Poem</b></p> <p>Compose a song or poem about Canada, including aspects of nature, monuments, festivals, cultural diversity, etc...</p>	<p><b>Arab-Canadians</b>  <a href="https://www.youtube.com/watch?v=M7vtJN9z1MQ">https://www.youtube.com/watch?v=M7vtJN9z1MQ</a></p> <p><a href="http://www.statcan.gc.ca/pub/89-621-x/89-621-x2007009-eng.htm">http://www.statcan.gc.ca/pub/89-621-x/89-621-x2007009-eng.htm</a></p> <p><a href="http://www.cafaedmonton.ca/canadian_arab.htm">http://www.cafaedmonton.ca/canadian_arab.htm</a></p> <p><a href="http://www.canadianarabinstitute.org/publications/reports/750925-canadians-hail-arab-lands/">http://www.canadianarabinstitute.org/publications/reports/750925-canadians-hail-arab-lands/</a></p> <p><a href="http://www.globalresearch.ca/arabs-in-canada/5415869">http://www.globalresearch.ca/arabs-in-canada/5415869</a></p> <p><b>Cities with Most Arabs</b>  <a href="http://www.canadianarabinstitute.org/publications/reports/canadian-arab-community-gta/">http://www.canadianarabinstitute.org/publications/reports/canadian-arab-community-gta/</a></p> <p><a href="http://www.canadianarabinstitute.org/publications/reports/canadian-arab-">http://www.canadianarabinstitute.org/publications/reports/canadian-arab-</a></p>	<p>Arabic Festivals across Canada</p> <p>Arabic food</p> <p>Arabic Music Influences</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>events and/or topics studied in other content areas.</p>	<ul style="list-style-type: none"> <li>• What role does food have in culture?</li> <li>• How do music and history influence each other?</li> <li>• What determines the style of music that a country will adopt?</li> <li>• How does music elicit emotions?</li> <li>• How does one musical style influence another?</li> </ul>	<p><b>Flyswatters</b></p> <p>The names of Arabic holidays, geographic features and novelists are splashed onto a board. The class is divided into two teams. Each team numbers off. The first two contestants are given a flyswatter. They compete to think of the answer to the teacher’s question and find it on the board.</p>	<p><a href="#">community-montreal/</a></p> <p><b><u>Arab- Canadian Women</u></b>  <a href="https://www.youtube.com/watch?v=3m4g_UZGhC4">https://www.youtube.com/watch?v=3m4g_UZGhC4</a></p> <p><b><u>Arabic Food</u></b>  <a href="http://www.canadianarabcommunity.com/arabiccuisine.php">http://www.canadianarabcommunity.com/arabiccuisine.php</a></p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
	<ul style="list-style-type: none"> <li>How did various musical genres from the Arabic speaking countries influence their culture? The United States?</li> </ul>		<p><b><u>Music</u></b></p> <p><a href="https://www.youtube.com/watch?v=EWwchLd2arg">https://www.youtube.com/watch?v=EWwchLd2arg</a></p> <p><a href="https://www.youtube.com/watch?v=19O7RE6yh3Q">https://www.youtube.com/watch?v=19O7RE6yh3Q</a></p>	

## Unit 7 Vocabulary

### Arabic-speaking Diaspora in North America

المهاجرين العرب في أمريكا الشمالية

مدن التعليم تعهد المهرجانات مجتمع ثقافة تقاليد	اللاجئين الحرب تأشيرة حقوق الانسان محلي تأثير فرصة الحلم الامريكي	المستقبل للأطفال حرية مواطن عمل العمل الجاد تضحية لاجئ	الولايات المتحدة الأمريكية كندا العربي الأمريكي كندي من أصل عربي هجرة حياة أفضل أفضل وظيفة
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## Unit Project (Choose 1)

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>Interview someone who immigrated to the USA, As about reasons for immigrated, and how life changed for him/her. Present your interview to the class.</p> <p>Rubric Required</p>	<p>Create a short movie on one celebrity of Arabic speaking heritage. Play the role of the celebrity and tell your autobiography including place of birth, childhood, immigration (if it applies), heritage and influence of that heritage on your career. Include music, lyrics, poems and anything that applies to your chosen celebrity. Present your movie to the class.</p> <p>Rubric Required</p>