



PASSAIC COUNTY TECHNICAL INSTITUTE  
45 Reinhardt Road  
Wayne, New Jersey 07470

*Curriculum Unit Planner*

# Arabic II Curriculum

April 2017

Rachid Rezqi



**PASSAIC COUNTY TECHNICAL INSTITUTE**  
**45 Reinhardt Road**  
**Wayne, New Jersey 07470**

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**COURSE DESCRIPTION**

The Arabic II course is designed for students, who have completed Arabic I. This course is also designed for native or heritage speakers who are fluent in a local Arabic dialect with limited reading and writing skills. Arabic II students will begin to conjugate verbs and use them in present, past, and future tenses. They will also build their vocabulary with additional words and become familiar with new expressions. A great deal of emphasis will be placed on cultural topics in the Arabic speaking world, as well as becoming familiar with the different variations within the culture. The main focus will be on building proficiency in the four skills of listening, speaking, reading and writing through the study of the Arabic grammar and syntax.

The class meets every day for 40 minutes and offers five high school credits.

**COURSE OBJECTIVES**

The Arabic I course objective targets the three modes of communication described by the New Jersey Student Learning Standards for World languages: Interpersonal, Interpretive, and Presentational. Below are definitions of the three modes and the list of primary learning objective areas.

Three Modes of Communication:

- **Strand A:** The Interpretive Mode's focal point is communication, in which students demonstrate adequate understanding of spoken and written communication within the appropriate cultural context.
- **Strand B:** The Interpersonal Mode concentrates more on engaging students to communicate directly using their oral and written skills.
- **Strand C:** The core of Presentational Mode is the ability to present concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction using their oral and written skills.



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**Learning Objective Areas:**

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication



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**II. Curriculum COURSE**

<b>Unit Plan Title:</b>	<b>Theme 1: Clothing and colors</b>
<b>NJSLS Standard(s) Addressed</b>	
<b>Interpretive Mode/proficiency Level: Advanced-Low</b>	
<b>7.1.AL.A.1-</b> Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.	
<b>7.1.AL.A.2-</b> Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.	
<b>7.1.AL.A.3-</b> Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.	
<b>7.1.AL.A.4-</b> Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.	
<b>Interpersonal Mode/ Proficiency Level : Advanced-Low</b>	
<b>7.1.AL.B.1-</b> Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.	
<b>7.1.AL.B.2-</b> Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.	
<b>7.1.AL.B.3-</b> Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.	
<b>7.1.AL.B.4-</b> Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.	
<b>Presentational Mode/Proficiency Level: Advanced-Low</b>	



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- 7.1.AL.C.1-** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.AL.C.2-** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.C.3-** Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4-** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

**Essential Questions (3-5)**

- Can you describe your clothes?  
Are you familiar with Arabic traditional clothes?  
Are you familiar with different Arabic currencies?  
Grammar: How are nouns and adjectives made to agree in Arabic?

**Anchor Text**

- Mahdi, Alesh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.
- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.
- Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

**Informational Texts (3-5)**

- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.
- Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.
- Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

**Short Texts (1-3)**

- Comic books**  
**Photo stories**



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Poems	
Short stories	
<b>Suggested Formative &amp; Summative Assessments</b>	
Create short dialogues	
Dictation in the target language	
Written assessments	
Listening assessments	
Projects	
<b>Resources (websites, Blackboard, documents, etc.)</b>	
<i>Canvas</i>	
<i>Google Classroom</i>	
<i>PowerPoint</i>	
<i>Music</i>	
<i>Movies</i>	
<a href="http://www.quizlet.com">www.quizlet.com</a>	
<a href="https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8#q=Arabic+Worksheets">https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8#q=Arabic+Worksheets</a>	
<a href="http://arabalicious.com/">http://arabalicious.com/</a>	
<a href="https://www.youtube.com/watch?v=Pf4M84CXneo">https://www.youtube.com/watch?v=Pf4M84CXneo</a> ( <i>Learn Arabic-Arabic in 3 minutes</i> )	
<b>Suggested Time Frame:</b>	4 weeks.

<b>Unit Plan Title:</b>	Theme 2: Going shopping
<b>NJSLS Standard(s) Addressed</b>	
<b>Interpretive Mode/proficiency Level: Advanced-Low</b>	



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**7.1.AL.A.1-** Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.

**7.1.AL.A.2-** Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

**7.1.AL.A.3-** Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

**7.1.AL.A.4-** Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**Interpersonal Mode/ Proficiency Level : Advanced-Low**

**7.1.AL.B.1-** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.

**7.1.AL.B.2-** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

**7.1.AL.B.3-** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.AL.B.4-** Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

**Presentational Mode/Proficiency Level: Advanced-Low**

**7.1. AL.C.1-** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.AL.C.2-** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

**7.1.AL.C.3-** Use language creatively in writing for personal, career, or academic purposes.

**7.1.AL.C.4-** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

**Essential Questions (3-5)**



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Review: What are the words for some common colors; and are you able to count to 20?  
Review: What are some of the different places in the city?  
How would you describe a shopping experience?  
What are the similarities and the differences in the shopping experience in the Arab world compared to here?  
Grammar: What is the difference between a nominal and verbal sentence?

**Anchor Text**

Mahdi, Alesh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.  
Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.  
Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

**Informational Texts (3-5)**

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.  
Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.  
Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

**Short Texts (1-3)**

**Comic books**  
**Photo stories**  
**Poems**  
**Short stories**

**Suggested Formative & Summative Assessments**

**Create short dialogues**  
**Dictation in the target language**  
**Written assessments**  
**Listening assessments**





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<b>Projects</b>	
<b>Resources (websites, Blackboard, documents, etc.)</b>	
<i>Canvas</i> <i>Google Classroom</i> <i>PowerPoint</i> <i>Music</i> <i>Movies</i> <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8#q=Arabic+Worksheets">https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8#q=Arabic+Worksheets</a> <a href="http://arabalicious.com/">http://arabalicious.com/</a> <a href="https://www.youtube.com/watch?v=Pf4M84CXneo">https://www.youtube.com/watch?v=Pf4M84CXneo</a> ( <i>Learn Arabic-Arabic in 3 minutes</i> )	
<b>Suggested Time Frame:</b>	4 weeks.

<b>Unit Plan Title:</b>	<b>Theme 3: Foods and beverages</b>
<b>NJSLS Standard(s) Addressed</b>	
<b>Interpretive Mode/proficiency Level: Advanced-Low</b>	
7.1.AL.A.1- Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.	
7.1.AL.A.2- Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.	
7.1.AL.A.3- Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.	



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**7.1.AL.A.4-** Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**Interpersonal Mode/ Proficiency Level : Advanced-Low**

**7.1.AL.B.1-** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.

**7.1.AL.B.2-** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

**7.1.AL.B.3-** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.AL.B.4-** Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

**Presentational Mode/Proficiency Level: Advanced-Low**

**7.1.AL.C.1-** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.AL.C.2-** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

**7.1.AL.C.3-** Use language creatively in writing for personal, career, or academic purposes.

**7.1.AL.C.4-** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

**Essential Questions (3-5)**

What is the common nomenclature for food quantities?

Do you prefer to shop at a traditional farmers' market or a supermarket?

What are your favorite foods and beverages?

How do you accept or decline an invitation?

Grammar: How do you recognize singular, dual and plural nouns?

**Anchor Text**



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Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

**Informational Texts (3-5)**

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

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Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

**Short Texts (1-3)**

**Comic books**

**Photo stories**

**Poems**

**Short stories**

**Suggested Formative & Summative Assessments**

**Create short dialogues**

**Dictation in the target language**

**Written assessments**

**Listening assessments**

**Projects**

**Resources (websites, Blackboard, documents, etc.)**

***Canvas***

***Google Classroom***

***PowerPoint***



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*Music*

*Movies*

[www.quizlet.com](http://www.quizlet.com)

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>

<http://arabalicious.com/>

<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

**Suggested Time Frame:**

3 weeks.

**Unit Plan Title:** Theme 4: At the restaurant/café

**NJSLS Standard(s) Addressed**

**Interpretive Mode/proficiency Level: Advanced-Low**

**7.1.AL.A.1-** Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.

**7.1.AL.A.2-** Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

**7.1.AL.A.3-** Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

**7.1.AL.A.4-** Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**7.1.AL.5-** Evaluate information from oral and written discourse dealing with a variety of topics.

**Interpersonal Mode/ Proficiency Level : Advanced-Low**

**7.1.AL.B.1-** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.



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**7.1.AL.B.2-** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

**7.1.AL.B.3-** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.AL.B.4-** Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

**7.1.AL.B.5-** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

**Presentational Mode/Proficiency Level: Advanced-Low**

**7.1.AL.C.1-** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.AL.C.2-** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

**7.1.AL.C.3-** Use language creatively in writing for personal, career, or academic purposes.

**7.1.AL.C.4-** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

**7.1.AL.C.5-** Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**Essential Questions (3-5)**

How do you order food in a restaurant or a café?

How do you express your opinions regarding food?

Can you describe your dining out experience?

Grammar: How is a verb changed from present tense to past tense?

**Anchor Text**

Mahdi, Alish. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.



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Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

**Informational Texts (3-5)**

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

**Short Texts (1-3)**

**Comic books**

**Photo stories**

**Poems**

**Short stories**

**Suggested Formative & Summative Assessments**

**Create short dialogues**

**Dictation in the target language**

**Written assessments**

**Listening assessments**

**Projects**

**Resources (websites, Blackboard, documents, etc.)**

*Canvas*

*Google Classroom*

*PowerPoint*

*Music*

*Movies*



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<http://arabalicious.com/>

<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

**Suggested Time Frame:**

4 weeks.

**Unit Plan Title:** Theme 5: Describing past events

**NJSLS Standard(s) Addressed**

**Interpretive Mode/proficiency Level: Advanced-Low**

**7.1.AL.A.1-** Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.

**7.1.AL.A.2-** Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

**7.1.AL.A.3-** Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

**7.1.AL.A.4-** Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**7.1.AL.5-** Evaluate information from oral and written discourse dealing with a variety of topics.

**7.1.AL.7-** Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

**Interpersonal Mode/ Proficiency Level : Advanced-Low**

**7.1.AL.B.1-** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.



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**7.1.AL.B.2-** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

**7.1.AL.B.3-** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.AL.B.4-** Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

**7.1.AL.B.5-** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

**7.1.AL.B.6-** Use language in a variety of settings to further personal, academic, and career goals.

**Presentational Mode/Proficiency Level: Advanced-Low**

**7.1.AL.C.1-** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.AL.C.2-** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

**7.1.AL.C.3-** Use language creatively in writing for personal, career, or academic purposes.

**7.1.AL.C.4-** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

**7.1.AL.C.5-** Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**7.1.AL.C.6-** Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the personalized Student Learning Plan.

**Essential Questions (3-5)**

What is past tense of a verb?

How do you describe leisure or weekend activities?

How do you say what happened in the past?

**Anchor Text**





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Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

**Informational Texts (3-5)**

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**Short Texts (1-3)**

**Comic books**

**Photo stories**

**Poems**

**Short stories**

**Suggested Formative & Summative Assessments**

**Create short dialogues**

**Dictation in the target language**

**Written assessments**

**Listening assessments**

**Projects**

**Resources (websites, Blackboard, documents, etc.)**

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<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

**Suggested Time Frame:**

4 weeks.

**Unit Plan Title:** Theme 6: Discussing future plans

**NJSLS Standard(s) Addressed**

**Interpretive Mode/proficiency Level: Advanced-Low**

**7.1.AL.A.1-** Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.

**7.1.AL.A.2-** Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

**7.1.AL.A.3-** Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

**7.1.AL.A.4-** Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**7.1.AL.5-** Evaluate information from oral and written discourse dealing with a variety of topics.

**7.1. AL.7-** Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

**Interpersonal Mode/ Proficiency Level : Advanced-Low**



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**7.1.AL.B.1-** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.

**7.1.AL.B.2-** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

**7.1.AL.B.3-** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.AL.B.4-** Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

**7.1.AL.B.5-** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

**7.1.AL.B.6-** Use language in a variety of settings to further personal, academic, and career goals.

**Presentational Mode/Proficiency Level: Advanced-Low**

**7.1.AL.C.1-** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.AL.C.2-** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

**7.1.AL.C.3-** Use language creatively in writing for personal, career, or academic purposes.

**7.1.AL.C.4-** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

**7.1.AL.C.5-** Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**7.1.AL.C.6-** Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the personalized Student Learning Plan.

**Essential Questions (3-5)**

How do you express the future tense in Arabic?

How are future plans described?

What are your future vacation plans?



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Grammar: What is the imperative?

**Anchor Text**

Mahdi, Alosh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

**Informational Texts (3-5)**

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

**Short Texts (1-3)**

**Comic books**

**Photo stories**

**Poems**

**Short stories**

**Suggested Formative & Summative Assessments**

**Create short dialogues**

**Dictation in the target language**

**Written assessments**

**Listening assessments**

**Projects**

**Resources (websites, Blackboard, documents, etc.)**

***Canvas***



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*Curriculum Unit Planner*

*Google Classroom*

*PowerPoint*

*Music*

*Movies*

[www.quizlet.com](http://www.quizlet.com)

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>

<http://arabalicious.com/>

<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

**Suggested Time Frame:**

4 weeks.

**Unit Plan Title:** Theme 7: Describing one's daily routine

**NJSLS Standard(s) Addressed**

**Interpretive Mode/proficiency Level: Advanced-Low**

**7.1.AL.A.1-** Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.

**7.1.AL.A.2-** Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

**7.1.AL.A.3-** Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

**7.1.AL.A.4-** Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**7.1.AL.5-** Evaluate information from oral and written discourse dealing with a variety of topics.

**7.1.AL.7- Infer** the meaning of some unfamiliar words and phrases in academic and formal contexts.



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**Interpersonal Mode/ Proficiency Level : Advanced-Low**

**7.1.AL.B.1-** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.

**7.1.AL.B.2-** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

**7.1.AL.B.3-** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.AL.B.4-** Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

**7.1.AL.B.5-** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

**7.1.AL.B.6-** Use language in a variety of settings to further personal, academic, and career goals.

**Presentational Mode/Proficiency Level: Advanced-Low**

**7.1.AL.C.1-** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.AL.C.2-** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

**7.1.AL.C.3-** Use language creatively in writing for personal, career, or academic purposes.

**7.1.AL.C.4-** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

**7.1.AL.C.5-** Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**7.1.AL.C.6-** Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the personalized Student Learning Plan.

**Essential Questions (3-5)**

Can you describe your daily routine?

What is your typical day at school?



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Can you describe other people's daily routine?

Grammar: Can you differentiate between present tense, past tense and the imperative?

**Anchor Text**

Mahdi, Alesh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

**Informational Texts (3-5)**

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

**Short Texts (1-3)**

**Comic books**

**Photo stories**

**Poems**

**Short stories**

**Suggested Formative & Summative Assessments**

**Create short dialogues**

**Dictation in the target language**

**Written assessments**

**Listening assessments**

**Projects**

**Resources (websites, Blackboard, documents, etc.)**



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*Curriculum Unit Planner*

*Canvas*

*Google Classroom*

*PowerPoint*

*Music*

*Movies*

[www.quizlet.com](http://www.quizlet.com)

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espy=2&ie=UTF-8#q=Arabic+Worksheets>

<http://arabalicious.com/>

<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

**Suggested Time Frame:**

4 weeks.

**Unit Plan Title:**

**Theme 8: Sports and leisure activities**

**NJSLS Standard(s) Addressed**

**Interpretive Mode/proficiency Level: Advanced-Low**

**7.1.AL.A.1-** Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.





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**7.1.AL.A.2-** Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

**7.1.AL.A.3-** Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

**7.1.AL.A.4-** Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**7.1.AL.5-** Evaluate information from oral and written discourse dealing with a variety of topics.

**7.1.AL.7- Infer** the meaning of some unfamiliar words and phrases in academic and formal contexts.

**7.1.AL.8-** Analyze elements of the target language that do not have a comparable linguistic element in English.

**Interpersonal Mode/ Proficiency Level: Advanced-Low**

**7.1.AL.B.1-** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.

**7.1.AL.B.2-** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

**7.1.AL.B.3-** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.AL.B.4-** Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

**7.1.AL.B.5-** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

**7.1.AL.B.6-** Use language in a variety of settings to further personal, academic, and career goals.

**Presentational Mode/Proficiency Level: Advanced-Low**

**7.1.AL.C.1-** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.AL.C.2-** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.



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**7.1.AL.C.3-** Use language creatively in writing for personal, career, or academic purposes.

**7.1.AL.C.4-** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

**7.1.AL.C.5-** Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**7.1.AL.C.6-** Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the personalized Student Learning Plan.

**Essential Questions (3-5)**

What are the names of various sports in Arabic?

What are your favorite sports?

Can you describe your daily activities?

Grammar: What is a possessive phrase?

**Anchor Text**

Mahdi, Alish. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

**Informational Texts (3-5)**

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

**Short Texts (1-3)**

**Comic books**



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Photo stories Poems Short stories	
<b>Suggested Formative &amp; Summative Assessments</b>	
Create short dialogues Dictation in the target language Written assessments Listening assessments Projects	
<b>Resources (websites, Blackboard, documents, etc.)</b>	
<i>Canvas</i> <i>Google Classroom</i> <i>PowerPoint</i> <i>Music</i> <i>Movies</i> <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8#q=Arabic+Worksheets">https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8#q=Arabic+Worksheets</a> <a href="http://arabalicious.com/">http://arabalicious.com/</a> <a href="https://www.youtube.com/watch?v=Pf4M84CXneo">https://www.youtube.com/watch?v=Pf4M84CXneo</a> ( <i>Learn Arabic-Arabic in 3 minutes</i> )	
<b>Suggested Time Frame:</b>	4 weeks.

<b>Unit Plan Title:</b>	<b>Theme 9: Grammatical patterns</b>
<b>NJSLS Standard(s) Addressed</b>	
<b>Interpretive Mode/proficiency Level: Advanced-Low</b>	



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**7.1.AL.A.1-** Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.

**7.1.AL.A.2-** Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

**7.1.AL.A.3-** Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

**7.1.AL.A.4-** Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**7.1.AL.5-** Evaluate information from oral and written discourse dealing with a variety of topics.

**7.1.AL.7- Infer** the meaning of some unfamiliar words and phrases in academic and formal contexts.

**7.1.AL.8-** Analyze elements of the target language that do not have a comparable linguistic element in English.

**Interpersonal Mode/ Proficiency Level: Advanced-Low**

**7.1.AL.B.1-** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.

**7.1.AL.B.2-** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

**7.1.AL.B.3-** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.AL.B.4-** Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

**7.1.AL.B.5-** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

**7.1.AL.B.6-** Use language in a variety of settings to further personal, academic, and career goals.

**Presentational Mode/Proficiency Level: Advanced-Low**

**7.1.AL.C.1-** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.



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**7.1.AL.C.2-** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

**7.1.AL.C.3-** Use language creatively in writing for personal, career, or academic purposes.

**7.1.AL.C.4-** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

**7.1.AL.C.5-** Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

**7.1.AL.C.6-** Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the personalized Student Learning Plan.

**Essential Questions (3-5)**

What is the proper sentence structure in Arabic?

What are the different verb forms used?

Where do you place the verb in the sentence?

Can you recognize dual and plural nouns?

**Anchor Text**

Mahdi, Alosh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

**Informational Texts (3-5)**

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.



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<b>Short Texts (1-3)</b>	
Comic books Photo stories Poems Short stories	
<b>Suggested Formative &amp; Summative Assessments</b>	
Create short dialogues Dictation in the target language Written assessments Listening assessments Projects	
<b>Resources (websites, Blackboard, documents, etc.)</b>	
Canvas Google Classroom PowerPoint Music Movies <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8#q=Arabic+Worksheets">https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8#q=Arabic+Worksheets</a> <a href="http://arabalicious.com/">http://arabalicious.com/</a> <a href="https://www.youtube.com/watch?v=Pf4M84CXneo">https://www.youtube.com/watch?v=Pf4M84CXneo</a> ( <i>Learn Arabic-Arabic in 3 minutes</i> )	
<b>Suggested Time Frame:</b>	5 weeks.

<b>Unit Plan Title:</b>	<b>Theme 10: Arabic Calligraphy</b>
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**NJSLS Standard(s) Addressed**

**Interpretive Mode/proficiency Level: Advanced-Low**

- 7.1.AL.A.1-** Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.AL.A.2-** Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3-** Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4-** Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.5-** Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.7- Infer** the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.8-** Analyze elements of the target language that do not have a comparable linguistic element in English.

**Interpersonal Mode/ Proficiency Level: Advanced-Low**

- 7.1.AL.B.1-** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.
- 7.1.AL.B.2-** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3-** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4-** Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.B.5-** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6-** Use language in a variety of settings to further personal, academic, and career goals.



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**Presentational Mode/Proficiency Level: Advanced-Low**

- 7.1.AL.C.1-** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.AL.C.2-** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.C.3-** Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4-** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- 7.1.AL.C.5-** Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
- 7.1.AL.C.6-** Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the personalized Student Learning Plan.

**Essential Questions (3-5)**

- Are you familiar with the art of calligraphy?
- Can you create art with letters and numbers?
- Are you familiar with different writing styles?

**Anchor Text**

- Mahdi, Alesh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.
- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.
- Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

**Informational Texts (3-5)**

- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.
- Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.





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Gaafar, Mahmoud & Wightwick, Jane. (2013) Mastering Arabic1: Activity Book Practice for Beginners Second Edition: New York, NY: Hippocrene Books, Inc.

**Short Texts (1-3)**

**Comic books**  
**Photo stories**  
**Poems**  
**Short stories**

**Suggested Formative & Summative Assessments**

**Create short dialogues**  
**Dictation in the target language**  
**Written assessments**  
**Listening assessments**  
**Projects**

**Resources (websites, Blackboard, documents, etc.)**

*Canvas*  
*Google Classroom*  
*PowerPoint*  
*Music*  
*Movies*  
[www.quizlet.com](http://www.quizlet.com)  
<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>  
<http://arabalicious.com/>  
<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

**Suggested Time Frame:**

5 weeks.



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**III. METHODS OF STUDENTS EVALUATION (ASSESSMENT/EVALUATION)**

**Summative Assessment**

Multiple-choice tests  
Oral and written tests  
Short-answer tests  
Projects  
Oral presentations  
Students' portfolio

**Formative Assessment**

Quizzes  
Homework and classwork activities  
Listening, speaking and reading activities  
Short reports  
Cultural research and presentations  
Dictation

**IV. INSTRUCTIONAL STRATEGIES**

Maps, photos and other visuals  
Role-play  
Peer teaching  
Collaborative projects  
Reading, writing, listening and speaking activities



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Mapping

Watching and responding to media

Researching and debating cultural similarities and differences

Creating review games

Competing in teams

**V. TEXTBOOKS, INSTRUCTIONAL MATERIALS, and SOFTWARE:**

- Mahdi, Alish. *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press 2010.
- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press 2004.
- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press 2004.
- Frangieh, Bassam K. *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press 2012.
- Gaafar, Mahmoud & Wightwick, Jane. *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc 2013.
- Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc. 2013

**VI. SCOPE AND SEQUENCE**



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SKILLS TO BE LEARNED	I = Introduce D = Develop R= Reinforce M = Master
Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.	RM
Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.	RM
Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.	RM
Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.	RM
Evaluate information from oral and written discourse dealing with a variety of topics.	RM
Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.	DR
Analyze elements of the target language that do not have a comparable linguistic element in English.	DR
Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.	DR
Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.	DR
Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.	RM



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Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.	DR
Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.	DR
Use language in a variety of settings to further personal, academic, and career goals.	RM
Create a research-based multimedia-rich presentation to be shared virtually with a target language audience. Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.	DRM
Use language creatively in writing for personal, career, or academic purposes.	DRM
Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.	DRM
Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.	RM
Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the personalized Student Learning Plan.	RM



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**Student Handout**

The Arabic II course is designed for students who have completed Arabic I. This course is also designed for native or heritage speakers who are fluent in a local Arabic dialect with limited reading and writing skills. In Arabic II, students will begin to conjugate verbs and use them in present, past and future tenses. They will also build a new vocabulary and become familiar with new expressions. A great deal of emphasis will be placed on cultural topics in the Arabic speaking world, as well as becoming familiar with the different variations within the culture. The main focus will be on building proficiency in the four skills of listening, speaking, reading and writing through the study of the Arabic grammar and syntax.

The class meets every day for 40 minutes and offers five high school credits.

**PROFICIENCIES**

Students will:

- Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
- Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- Evaluate, from multiple cultural perspectives, the historical, political, and present day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- Evaluate information from oral and written discourse dealing with a variety of topics.
- Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- Analyze elements of the target language that do not have a comparable linguistic element in English.



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- Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.
- Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
- Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
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- Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the personalized Student Learning Plan.