



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

Curriculum Unit Planner

Arabic III

Credits 5

MAY 2017

Rachid Rezqi



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I. COURSE DESCRIPTION:

The Arabic III course is designed for students who have completed Arabic I and II. 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 this course, students will write paragraphs describing their daily routine, past events and future plans. 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.

COURSE OBJECTIVES

The Arabic III 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



II. OUTLINE OF COURSE:

Unit Plan Title:	Theme 1: Myself and others
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.A.5- Evaluate information from oral and written discourse dealing with a variety of topics.	
7.1. AL.A.7- Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.	
7.1. AL.A.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	



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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 talk about yourself?

How do you ask personal questions?

How do you describe a person's character?

Grammar: What is the difference between subject pronouns and attached pronouns **المتصل الضمير**?

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.



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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.

Gaafar, Mahmoud & Wightwick, Jane. (2016) *Mastering Arabic2: The Complete Intermediate Course*: 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



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<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 2: Work and 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.A.5- Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1. AL.A.7- Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1. AL.A.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



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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)

Review: What are the different members of the family?

Review: What are the different parts of the house?

Can you describe your daily routine?

Can you describe the things you do around the house?

How do you write a resume in Arabic?

Grammar: Plural: what is the rule of agreement between nouns and adjectives?



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Anchor Text

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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.

Gaafar, Mahmoud & Wightwick, Jane. (2016) *Mastering Arabic2: The Complete Intermediate Course*: 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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Canvas

Google Classroom

PowerPoint

Music

Movies

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 3: Vacation and travel

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



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

7.1. AL.A.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.

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.



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Essential Questions (3-5)

What are the means of transportation?
How do you make a hotel reservation?
How do you write a complaint letter?
How do you describe your vacation using past tense?
Grammar: Review: How do describe past events?

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.
Gaafar, Mahmoud & Wightwick, Jane. (2016) *Mastering Arabic2: The Complete Intermediate Course*: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books
Photo stories
Poems
Short stories

Suggested Formative & Summative Assessments



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<p>Create short dialogues Dictation in the target language Written assessments Listening assessments Projects</p>
Resources (websites, Blackboard, documents, etc.)
<p><i>Canvas</i> <i>Google Classroom</i> <i>PowerPoint</i> <i>Music</i> <i>Movies</i> 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 (<i>Learn Arabic-Arabic in 3 minutes</i>)</p>
Suggested Time Frame:
4 weeks.

Unit Plan Title:	Theme 4: Health and medical care
NJSLS Standard(s) Addressed	
<p>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</p>	



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

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

7.1. AL.A.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.

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



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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 name the different parts of the body?

How do you make a doctor's appointment?

How do you discuss an illness?

How do you order medication from the pharmacy?

Grammar: How do you use the imperative?

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.

Gaafar, Mahmoud & Wightwick, Jane. (2016) *Mastering Arabic2: The Complete Intermediate Course*: New York, NY: Hippocrene Books, Inc.



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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.)

Canvas
Google Classroom
PowerPoint
Music
Movies
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.



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Unit Plan Title:	Theme 5: The environment
NJSLS Standard(s) Addressed	
Interpretive Mode/proficiency Level: Advanced-Low	
<p>7.1. AL.A.1- Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>7.1. AL.A.5- Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1. AL.A.7- Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1. AL.A.8- Analyze elements of the target language that do not have a comparable linguistic element in English.</p>	
Interpersonal Mode/ Proficiency Level: Advanced-Low	
<p>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.</p> <p>7.1. AL.B.2- Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p> <p>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.</p> <p>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.</p> <p>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.</p>	



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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 describe the weather?

How would you discuss climate change?

How do you talk about possibilities using the conditional?

Grammar: Review: How do you express the future, the conditional and past tense when describing the weather?

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.



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

Canvas
Google Classroom
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Music
Movies
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*)



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Suggested Time Frame:	4 weeks.
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Unit Plan Title:	Theme 6: Leisure activities
NJCCCS 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.A.5- Evaluate information from oral and written discourse dealing with a variety of topics.	
7.1. AL.A.7- Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.	
7.1. AL.A.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.	



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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)

Are you familiar with Arabic music?

What do you do in your free time?

What are your common weekend activities?

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*



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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.

Gaafar, Mahmoud & Wightwick, Jane. (2016) *Mastering Arabic2: The Complete Intermediate Course:* 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



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Movies

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: News and media

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

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

7.1. AL.A.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



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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)

Are you familiar with major Arabic TV channels?

How important is the Arabic language on the Worldwide Web?

How important is formal Arabic in traditional and social media?

Grammar: How do you express comparison?



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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.

Gaafar, Mahmoud & Wightwick, Jane. (2016) *Mastering Arabic2: The Complete Intermediate Course*: 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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Canvas
Google Classroom
PowerPoint
Music
Movies

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: Visual Arts and Cultures

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



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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.

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



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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 different Arabic cultures?
Are you familiar with Arabic movie production?
Can you name different film genres in Arabic?
What is Ramadan?

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.
Gaafar, Mahmoud & Wightwick, Jane. (2016) *Mastering Arabic2: The Complete Intermediate Course*: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)



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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
<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 9: Arabic Literature

NJSLS Standard(s) Addressed

Interpretive Mode/proficiency Level: Advanced-Low



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

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

7.1. AL.A.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)

Are you familiar with Arabic literature?

Do you know of any Arabic authors?

Are you familiar with the different writing styles?

Can you create your own poetry in Arabic?

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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Gaafar, Mahmoud & Wightwick, Jane. (2016) Mastering Arabic2: The Complete Intermediate Course: 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
<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.



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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
Mapping



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Watching and responding to media
Researching and debating cultural similarities and differences
Creating review games
Competing in teams

V. List of textbooks, instructional materials & software:

1. Mahdi, Alosh. *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press 2010.
2. 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.
3. 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.
4. Frangieh, Bassam K. *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press 2012.
5. Gaafar, Mahmoud & Wightwick, Jane. *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc. 2013.
6. Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc. 2013.
7. Gaafar, Mahmoud & Wightwick, Jane. *Mastering Arabic2: The Complete Intermediate Course*: New York, NY: Hippocrene Books, Inc 2016.



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VI. SCOPE AND SEQUENCE

	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.	DRM
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.	DRM
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.	DRM
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.	IDRM
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.	DRM
Analyze elements of the target language that do not have a comparable linguistic element in English.	DRM
Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.	DRM



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Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.	DRM
Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.	DRM
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.	DRM
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.	DRM
Use language in a variety of settings to further personal, academic, and career goals.	DRM
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.	DMR
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.	DRM



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VII. Student Handout:

The Arabic III course is designed for students who have completed Arabic I and II. 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 this course, students will write paragraphs describing their daily routine, past events and future plans. 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.



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- Analyze elements of the target language that do not have a comparable linguistic element in English.
- 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.
- Use language creatively in writing for personal, career, or academic purposes.
- Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- 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.
- 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.