Arabic III

Credits 5

MAY 2017

Rachid Rezqi
1. 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.
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:

<table>
<thead>
<tr>
<th>Unit Plan Title:</th>
<th>Theme 1: Myself and others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJSLS Standard(s) Addressed</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Interpretive Mode/proficiency Level: Advanced-Low</strong></td>
<td></td>
</tr>
<tr>
<td>7.1. AL.A.1</td>
<td>Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</td>
</tr>
<tr>
<td>7.1. AL.A.2</td>
<td>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.</td>
</tr>
<tr>
<td>7.1. AL.A.3</td>
<td>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.</td>
</tr>
<tr>
<td>7.1. AL.A.4</td>
<td>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.</td>
</tr>
<tr>
<td>7.1. AL.A.5</td>
<td>Evaluate information from oral and written discourse dealing with a variety of topics.</td>
</tr>
<tr>
<td>7.1. AL.A.7</td>
<td>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</td>
</tr>
<tr>
<td>7.1. AL.A.8</td>
<td>Analyze elements of the target language that do not have a comparable linguistic element in English.</td>
</tr>
<tr>
<td><strong>Interpersonal Mode/ Proficiency Level: Advanced-Low</strong></td>
<td></td>
</tr>
<tr>
<td>7.1. AL.B.1</td>
<td>Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.</td>
</tr>
<tr>
<td>7.1. AL.B.2</td>
<td>Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</td>
</tr>
<tr>
<td>7.1. AL.B.3</td>
<td>Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</td>
</tr>
<tr>
<td>7.1. AL.B.4</td>
<td>Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal</td>
</tr>
</tbody>
</table>
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 المتمصل الضمير؟

**Anchor Text**


### Informational Texts (3-5)

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
</tr>
</thead>
</table>

### 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)
Unit Plan Title: Theme 2: Work and routine

<table>
<thead>
<tr>
<th>NJSLS Standard(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Mode/proficiency Level: Advanced-Low</td>
</tr>
<tr>
<td>7.1. AL.A.1- Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>7.1. AL.A.5- Evaluate information from oral and written discourse dealing with a variety of topics.</td>
</tr>
<tr>
<td>7.1. AL.A.7- Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</td>
</tr>
<tr>
<td>7.1. AL.A.8- Analyze elements of the target language that do not have a comparable linguistic element in English.</td>
</tr>
</tbody>
</table>

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)**
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?
**Anchor Text**


**Informational Texts (3-5)**


**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&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 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.
<table>
<thead>
<tr>
<th>7.1. AL.A.7</th>
<th>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1. AL.A.8</td>
<td>Analyze elements of the target language that do not have a comparable linguistic element in English.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>7.1. AL.B.1</th>
<th>Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1. AL.B.2</td>
<td>Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</td>
</tr>
<tr>
<td>7.1. AL.B.3</td>
<td>Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</td>
</tr>
<tr>
<td>7.1. AL.B.4</td>
<td>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.</td>
</tr>
<tr>
<td>7.1. AL.B.5</td>
<td>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.</td>
</tr>
<tr>
<td>7.1. AL.B.6</td>
<td>Use language in a variety of settings to further personal, academic, and career goals.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>7.1. AL.C.1</th>
<th>Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1. AL.C.2</td>
<td>Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</td>
</tr>
<tr>
<td>7.1. AL.C.3</td>
<td>Use language creatively in writing for personal, career, or academic purposes.</td>
</tr>
<tr>
<td>7.1. AL.C.4</td>
<td>Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</td>
</tr>
<tr>
<td>7.1. AL.C.5</td>
<td>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.</td>
</tr>
<tr>
<td>7.1. AL.C.6</td>
<td>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.</td>
</tr>
</tbody>
</table>
### 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


### Informational Texts (3-5)


### 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

<table>
<thead>
<tr>
<th>Resources (websites, Blackboard, documents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas</td>
</tr>
<tr>
<td>Google Classroom</td>
</tr>
<tr>
<td>PowerPoint</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Movies</td>
</tr>
<tr>
<td><a href="http://www.quizlet.com">www.quizlet.com</a></td>
</tr>
<tr>
<td><a href="http://arabalicious.com/">http://arabalicious.com/</a></td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=Pf4M84CXneo">https://www.youtube.com/watch?v=Pf4M84CXneo</a> (Learn Arabic-Arabic in 3 minutes)</td>
</tr>
</tbody>
</table>

| Suggested Time Frame: | 4 weeks. |

<table>
<thead>
<tr>
<th>Unit Plan Title:</th>
<th>Theme 4: Health and medical care</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS Standard(s) Addressed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpretive Mode/proficiency Level: Advanced-Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1. AL.A.1- Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</td>
</tr>
<tr>
<td>7.1. AL.A.2- Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target</td>
</tr>
</tbody>
</table>
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.
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

Informational Texts (3-5)
Short Texts (1-3)

<table>
<thead>
<tr>
<th>Comic books</th>
<th>Photo stories</th>
<th>Poems</th>
<th>Short stories</th>
</tr>
</thead>
</table>

Suggested Formative & Summative Assessments

<table>
<thead>
<tr>
<th>Create short dialogues</th>
<th>Dictation in the target language</th>
<th>Written assessments</th>
<th>Listening assessments</th>
<th>Projects</th>
</tr>
</thead>
</table>

Resources (websites, Blackboard, documents, etc.)

<table>
<thead>
<tr>
<th>Canvas</th>
<th>Google Classroom</th>
<th>PowerPoint</th>
<th>Music</th>
<th>Movies</th>
</tr>
</thead>
</table>

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.
### Theme 5: The environment

<table>
<thead>
<tr>
<th>NJSLS Standard(s) Addressed</th>
<th>Interpretive Mode/proficiency Level: Advanced-Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.1. AL.A.1- Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>7.1. AL.A.5- Evaluate information from oral and written discourse dealing with a variety of topics.</td>
</tr>
<tr>
<td></td>
<td>7.1. AL.A.7- Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</td>
</tr>
<tr>
<td></td>
<td>7.1. AL.A.8- Analyze elements of the target language that do not have a comparable linguistic element in English.</td>
</tr>
</tbody>
</table>

| 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)
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

Informational Texts (3-5)
|---|
| **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](https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets)  
[https://www.youtube.com/watch?v=Pf4M84CXneo](https://www.youtube.com/watch?v=Pf4M84CXneo) (Learn Arabic-Arabic in 3 minutes) |
**Suggested Time Frame:**

4 weeks.

**Unit Plan Title:** Theme 6: Leisure activities

**NJCCCS Standard(s) Addressed**

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1. AL.A.1</td>
<td>Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</td>
</tr>
<tr>
<td>7.1. AL.A.2</td>
<td>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.</td>
</tr>
<tr>
<td>7.1. AL.A.3</td>
<td>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.</td>
</tr>
<tr>
<td>7.1. AL.A.4</td>
<td>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.</td>
</tr>
<tr>
<td>7.1. AL.A.5</td>
<td>Evaluate information from oral and written discourse dealing with a variety of topics.</td>
</tr>
<tr>
<td>7.1. AL.A.7</td>
<td>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</td>
</tr>
<tr>
<td>7.1. AL.A.8</td>
<td>Analyze elements of the target language that do not have a comparable linguistic element in English.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1. AL.B.1</td>
<td>Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.</td>
</tr>
<tr>
<td>7.1. AL.B.2</td>
<td>Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</td>
</tr>
</tbody>
</table>
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

**Edition:** Washington, D.C. Georgetown University Press.

### Informational Texts (3-5)

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
</tr>
</thead>
</table>

### 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
<table>
<thead>
<tr>
<th>Unit Plan Title:</th>
<th>Theme 7: News and media</th>
</tr>
</thead>
</table>

**Suggested Time Frame:** 4 weeks.

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

**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 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?
<table>
<thead>
<tr>
<th>Anchor Text</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Informational Texts (3-5)</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Short Texts (1-3)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comic books</td>
<td>Poems</td>
</tr>
<tr>
<td>Photo stories</td>
<td>Short stories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Formative &amp; Summative Assessments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Create short dialogues</td>
<td>Dictation in the target language</td>
</tr>
<tr>
<td>Written assessments</td>
<td>Listening assessments</td>
</tr>
<tr>
<td>Projects</td>
<td></td>
</tr>
<tr>
<td>Resources (websites, Blackboard, documents, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
### 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](https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8&q=Arabic+Worksheets)
- [http://arabalicious.com/](http://arabalicious.com/)
- [https://www.youtube.com/watch?v=Pf4M84CXneo](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

### NJSLIS Standard(s) Addressed

<table>
<thead>
<tr>
<th>Interpretive Mode/proficiency Level: Advanced-Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1. AL.A.1- Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</td>
</tr>
<tr>
<td>7.1. AL.A.2- Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target</td>
</tr>
</tbody>
</table>
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.
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**


**Informational Texts (3-5)**


**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&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 9: Arabic Literature  
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 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 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


Informational Texts (3-5)


**Short Texts (1-3)**

<table>
<thead>
<tr>
<th>Comic books</th>
<th>Photo stories</th>
<th>Poems</th>
<th>Short stories</th>
</tr>
</thead>
</table>

**Suggested Formative & Summative Assessments**

<table>
<thead>
<tr>
<th>Create short dialogues</th>
<th>Dictation in the target language</th>
<th>Written assessments</th>
<th>Listening assessments</th>
<th>Projects</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Canvas</th>
<th>Google Classroom</th>
<th>PowerPoint</th>
<th>Music</th>
<th>Movies</th>
</tr>
</thead>
</table>

- [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](https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8&q=Arabic+Worksheets)
- [http://arabalicious.com/](http://arabalicious.com/)
- [https://www.youtube.com/watch?v=PF4M84CXneo](https://www.youtube.com/watch?v=PF4M84CXneo) (Learn Arabic-Arabic in 3 minutes)

**Suggested Time Frame:** 4 weeks.
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
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:


### VI. SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and critique the validity of culturally authentic materials using electronic information and other related to targeted themes.</td>
<td>DRM</td>
</tr>
<tr>
<td>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.</td>
<td>DRM</td>
</tr>
<tr>
<td>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.</td>
<td>DRM</td>
</tr>
<tr>
<td>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.</td>
<td>IDRM</td>
</tr>
<tr>
<td>Evaluate information from oral and written discourse dealing with a variety of topics.</td>
<td>RM</td>
</tr>
<tr>
<td>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</td>
<td>DRM</td>
</tr>
<tr>
<td>Analyze elements of the target language that do not have a comparable linguistic element in English.</td>
<td>DRM</td>
</tr>
<tr>
<td>Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.</td>
<td>DRM</td>
</tr>
<tr>
<td>Task</td>
<td>Level</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</td>
<td>DRM</td>
</tr>
<tr>
<td>Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</td>
<td>DRM</td>
</tr>
<tr>
<td>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.</td>
<td>DRM</td>
</tr>
<tr>
<td>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.</td>
<td>DRM</td>
</tr>
<tr>
<td>Use language in a variety of settings to further personal, academic, and career goals.</td>
<td>DRM</td>
</tr>
<tr>
<td>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.</td>
<td>DRM</td>
</tr>
<tr>
<td>Use language creatively in writing for personal, career, or academic purposes.</td>
<td>DRM</td>
</tr>
<tr>
<td>Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</td>
<td>DRM</td>
</tr>
<tr>
<td>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.</td>
<td>DMR</td>
</tr>
<tr>
<td>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.</td>
<td>DRM</td>
</tr>
</tbody>
</table>
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.
• 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.