

Arabic 1
CURRICULUM GUIDE
2019-2020

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SCHOOL PHILOSOPHY AND MISSION:

As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.

PURPOSE AND VISION:

The purpose of the Academy Charter High School Arabic 1 Curriculum Guide is to provide an introduction to the Arabic language. The Arabic 1 course will develop listening, speaking, reading, and writing skills through the use of current vocabulary and grammatical structures (parts of speech and verb tenses). This course will also focus on the development of communication and interpersonal skills, as well as cultural awareness and appreciation.

Throughout this course, students will learn how to communicate in basic, everyday situations. They will be provided with functional linguistic input and meaningful situations to promote communicative competence in the target language. The students will have opportunities for creative expression by using the target language to convey personal messages. They will also be introduced to texts and technology that authentically represent the target language and culture. Instruction is based on three purposes of communication: interpersonal, interpretive, and presentational.

This course will encourage, foster, and embrace the belief that language learning is an innate human capacity, and that all students who speak another language will initiate an interest and appreciation toward other cultures. It will focus on meaningful communication with increasing accuracy of expression in an authentic, real-life context and will be delivered in a student-centered curriculum based on inquiry, problem solving, and application of concepts. Furthermore, it explores themes and issues across content areas, while making connections to the multicultural world of the 21st century and fostering a greater understanding of and appreciation for world cultures.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is to cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:

- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the Key Elements of content and skills for the purpose of creating an environment of Enduring Understanding through
- Essential Questions and student-centered learning scenarios
- Provide resources of Best Practices from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

- Exploration & Discovery
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning stations
- Questionnaires
- Art Expression
- Varying projects

Content Area	Arabic 1
Interdisciplinary Connections	The updated curriculum documents to reflect interdisciplinary connections. Activities, assessments and/or differentiation strategies were highlighted and coded the specific content area. (Interdisciplinary Connections) Social Studies 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values. 6.1.P.D.4 Learn about and respect other cultures within the classroom and community. 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies. 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions 6.2.12.B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East. 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period (WWII) 6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact English Language Arts NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

	NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Core Instructional Materials (including digital tools)	<i>Alif Baa: Introduction to Arabic Letters and Sounds</i> by Kristen Brustad. Specific supplemental instructional materials are located within each unit below. All students are also supplied with a Chromebook with internet access.
21st Century Themes and Skills	Students completing Arabic 1 will develop the following 21st Century Skills and Themes: Themes: - Global Awareness - Civic Literacy Skills: <u>Learning and Innovation Skills</u> Creativity and Innovation - Think creatively, work creatively with others Critical Thinking and Problem Solving - Reason effectively, use systems thinking, make judgements and decisions, solve problems Communication and Collaboration - Communicate clearly, collaborate with others <u>Information, Media and Technology Skills</u> Information Literacy - Access and evaluate information, use and manage information Media Literacy - Analyze media products ICT Literacy - Apply technology effectively <u>Life and Career Skills</u> Flexibility and Adaptability - Adapt to varied roles, job responsibilities, schedules and contexts

	- Be Flexible: Incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments Initiative and Self-Direction - Manage goals and time, work independently, be self-directed learners Social and Cross-Cultural Skills - Interact effectively with others, work effectively in diverse teams Productivity and Accountability - Manage projects and produce results Leadership and Responsibility - Guide and lead others, be responsible to others
Career Readiness Practices and Standards	Students completing Arabic 1 will develop the following Career Readiness Practices and Standards: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.1.12.A.3: Analyze the relationship between various careers and personal earning goals. 9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market. 9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions. 9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming	Upon completion of Arabic 1, students will have developed the following NJSL Technology Standards: 8.1.12.A.3 – Collaborate in online courses, learning communities, social networks or virtual worlds to discuss the resolution to a problem or issue 8.1.12.C.1 – Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community 8.1.12.E.1 – Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources 8.1.12.F.1 – Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and social needs
New Jersey Student Learning Standards (NJSL)	Interpretive: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics Interpersonal: 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. Presentational: 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation

	on targeted themes to be shared virtually with a target language audience. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Pacing Guide	Unit	Timeframe
	1. Greetings and Orientation	2-3 weeks
	2. Introductions and Music	2-3 weeks
	3. Age, Location, Palestine	2-3 weeks
	4. Classroom terms and Women's Rights	2-3 weeks
	5. Numbers and Arab Literature	2-3 weeks
	6. Adjectives and Food	2-3 weeks
	7. Colors and Art	2-3 weeks
	8. Coffee-shops and Verbs	2-3 weeks
Benchmark Assessments	All students take standardized midterms and finals. Other assessments are indicated throughout the units of study.	

Unit 1: Greetings and Orientation

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP1; CRP2; CRP4; CRP9; CRP11; CRP12; 9.1.12.A.5

NJSLS Technology: 8.1.12.A.3

Interdisciplinary Connections: Social Studies - 6.1.12.D.6.a, Language Arts NJSLSA.W8

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Growth mindset;
- Language learning;
- Arabic greetings and background;
- ba, ta, tha;
- short vowels vs. long vowels;
- “Western” perspectives

Essential Questions:

- What do we expect of ourselves when we learn something? Have things always come easy to us? How do we feel when we are faced with something difficult?
- What are some ideas about language-learning? How do we do it? How is language acquired? What does it take?
- How can we change our perspectives to see hurdles as opportunities rather than challenges? How can we foster that in ourselves? What safeguards need to be in place?
- How is Arabic a product of its religious, cultural, and geographical history? How can we see this in traditional greetings?
- How does Arabic sound? What differences do we hear? What might English sound like to a non-native speaker?
- Does Arabic have an “alphabet” like English does? How do the letters fit together? How are they oriented?

- How do Arabic readers differentiate between letters that have the same shapes? How are words read when each letter is technically a consonant?
- How do vowels work in Arabic?
- What do we know of the Middle East? Where do we get this information from? What does it mean to have a “Western” perspective? What baggage does this carry? Do we need to take this into account? If so - how?

Enduring Understandings:

- Learning a language is not easy. Whenever we encounter a new language, we’re faced with new vocabulary, new grammar, and new sounds. Some languages are easier to grasp than others - perhaps because we’ve heard it before or because its system is closer to ours than another. Learning a completely foreign language requires patience with oneself and others; bravery in the face of making mistakes or sounding silly; and a growth mindset that allows every obstacle to become an opportunity for improvement.
- The grammar and conversational phrases of the Arabic language are closely tied to religious and cultural practices. In fact, the Qur’an (or Muslim holy book) is often considered the foundational text for Arabic grammar. For this reason, many of the phrases employed in greetings are highly stylized, choreographed, and rich in complex meaning.
- Arabic is a language comprised of an alphabet with 28 letters. All of these letters are considered consonants, although some can act as long vowels. Short vowels are diacritical marks written above or below the consonants to help readers. Like cursive writing in English, almost all Arabic letters are connected to each other within a word and they are written from right to left.
- The study of Arabic and Arab culture has led to significant relationship-building and progress for individuals and governments all over the world. It’s also led to some problematic moments in history and, in the past, served to exoticize those who lived in the Middle East. This exoticism was used to the advantage of “Westerners” and the subjugation or dehumanization of Arabs. The study of Arabic and the cultures related to it must be done carefully and earnestly in order to avoid “Orientalism” or an “othering” of Arabic speakers.

<i>BA, TA, THA, NUN, ALIF, WAW, YA AND SHORT VOWELS</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.C.2
• Students will receive note packets on ba, ta, tha, and nun. These packets will allow students to trace over the letters and practice writing them from right to left. Students will also have the opportunity to view how the letters change shape, depending on their position within a word. Students will then take notes on a powerpoint packet focused on these letters.	<u>Tier 1 Resources/Materials:</u> • <i>Alif Baa: Introduction to Arabic Letters and Sounds</i> - Kristen Brustad • http://ieas.unideb.hu/admin/file_2978.pdf - excerpts from <i>Orientalism</i>

They will practice the sounds of each, learn example words, and practice writing each letter in words. • Students will receive a powerpoint packet on short vowels (<i>harakat</i>) and learn how these marks change the pronunciation of different letters. The class will learn how to find these, name them, and pronounce them when they are paired with various consonants. • Students will take notes on the letters alif, waw, and ya. These letters can act as long vowels. Students will focus only on the sound they produce at present and will learn to differentiate between short vowels and long vowels. • Students will listen to and practice singing the Arabic alphabet song in order to familiarize themselves with the letters and their sounds.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.3 7.1.NM.B.5
• Students will practice recognizing connected letters by drawing separation lines between English letters written in cursive. Students will transition this skill to drawing lines and finding breaks between Arabic letters. This will allow them to recognize one letter from another. • Students will complete worksheets and other written exercises to practice combining their new letters together. Some worksheets will also ask students to separate the letters or transliterate the sounds they see. • Students will hone their listening skills by writing down the consonant sounds they hear in oral activities. The class will pay specific attention to the differences between short and long vowels when connected to a consonant.	<u>Tier 2 Resources/Materials:</u> • https://www.youtube.com/watch?v=Vt4Dfa4fOEY - What English Sounds like to others • https://www.youtube.com/watch?v=eat6aBfo2mA - Baby learning to speak

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.A.7 7.1.NH.A.8
Students will begin working on a comprehensive alphabet book. Each page will focus on one letter of the alphabet and at least one vocabulary or dictionary word that incorporates that letter. Students will draw a picture of the word to help them learn it in context.	<u>Tier 3 Resources/Materials:</u> Alphabet book template
STUDENT WORK PRODUCTS/ ASSESSMENTS: Listening quizzes for short and long vowels, Listening quizzes for consonant recognition, Combining and separating new letters and Penmanship worksheets	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for listening to sounds and writing tasks.

GREETINGS AND PHRASES	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.C.2
Students will receive a short list of common Arabic greetings. The list will be in Arabic script and transliteration (Arabic words written in English letters). Students will practice pronouncing these together and will write down the English translations for each.	<u>Tier 1 Resources/Materials:</u> List of greetings
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5
The class will discuss basic greetings/conversational phrases in English. The class will guess where some of these phrases came from and what they might have originally meant. Students will compare that to the literal and figurative meaning of the Arabic phrases. The class will discuss the importance of cultural norms, religious connotations, and etymological “folklore” connected to some of these phrases.	<u>Tier 2 Resources/Materials:</u> List of greetings

Students will practice this with each other and upon entering the classroom each day. Individuals will be expected to greet each other with ease.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.B.3 6.2.12.D.6.a
Students will split into pairs and write short skits involving greeting and leave-taking. Students can opt to set their skit as a phone conversation, a formal encounter, or an informal one. Students should choose phrases according to the level of formality and should respond appropriately. Students will act this out for the class and pay particular attention to pronunciation.	<u>Tier 3 Resources/Materials:</u> Docs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Greetings skit, Greetings and leave takings oral assessments	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Google Docs for writing scripts collaboratively

“WESTERN” PERSPECTIVES AND PRECONCEPTIONS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.C.2
- Students will create a word association chart on board with “Arabic” or “Middle East” at the center. The class will work together to generate as many associations as they can make. We’ll photograph this and keep it as a marker of growth for the end of the semester. Students will highlight words or topics they’d like to know more about. - Students will receive a blanked out map of the MENA regions and will fill them in by searching out detailed maps online. Students will include the name of the country, the name of the capital, and one famous landmark from the country. Students	<u>Tier 1 Resources/Materials:</u> https://www.researchgate.net/figure/Figure1-Map-of-the-Middle-East-and-North-Africa-region-as-defined-in-in-this-supplement_fig1_259294603 - MENA map

will be assigned a country to research for current events assignments throughout the semester.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5
Students will look at a series of Victorian era paintings of the Middle East. As a class, we'll read a series of excerpts written about Arabs from this time. We'll examine the text for important terms or concepts and will discuss how the author or painter wants us to imagine the Middle East. The class will read excerpts from Said's <i>Orientalism</i> and discuss major themes.	<u>Tier 2 Resources/Materials:</u> - Jean Auguste Dominique Ingres' Harem paintings https://www.metmuseum.org/toah/hd/euor/hd_euor.htm
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.B.3 6.2.12.D.6.a NJSLSA.W8.
- Students will watch movie clips and travel commercials for the Middle East with the discussion of Orientalism in mind. In small groups, students will discuss whether they think depictions of the Middle East today have grown beyond Said's claims, stayed the same, or changed. Students will write down their ideas, citing specific examples from the text and videos. - Students will watch a video of Arab "belly dancers" as displayed in movies and photographs. The class will read excerpts from "Belly Dancing: Caught between two Cultures" and reflect on the dance's origins and its depictions now. Rather than learning this dance, the class will watch videos of Arabs dancing the <i>dabke</i>. Students will have a chance to try out the dance and listen to dabke music.	<u>Tier 3 Resources/Materials:</u> https://www.youtube.com/watch?v=HTMtzuL0J6U - Belly dancing for tourists http://velocitydancecenter.org/stance/belly-dancing-caught-between-cultures/
STUDENT WORK PRODUCTS/ ASSESSMENTS: MENA map, Current Events project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Multiple media interpretations including artwork and videos

Unit 2: Introductions and Music

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: NJSLSA.R7; NJSLSA.R8

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Introductions;
- Telling and asking names;
- Possessive endings;
- “to be” in Arabic; j
- im, kha, Ha;
- Arabic music traditions;
- Um Kulthum

Essential Questions:

- How do Arabic speakers introduce themselves? What phrases can they use? How does this map with other means of introduction we know in English, Spanish, French, etc.?
- What does it mean for a language to lack “to be” in the present tense? What would this sound like in English?
- How do physical gestures affect the way we interact with people? What are common gestures of introductions for English speakers? Or Spanish speakers? What are the appropriate or common gestures for Arabic speakers? Where might these gestures come from? What might they reflect?
- What do we risk by not understanding physical gestures? How can body language help in communicating?
- How does one show possession in Arabic? How does gender and number affect the grammar here?

- How is Arabic music different from what we are used to in the United States? Are there similarities? What instruments are used?
- Can music be a tool for social change? How so? How might the music of Um Kulthum operated in this way? To what end?
- What is the Arab music industry like today? Does it match with our expectations for Muslim-majority countries? Why or why not?

Enduring Understandings:

- The Arabic language lacks the verb “to be” in the present tense. As such, simple sentences can be constructed without any verb present. While this allows students to begin speaking complete thoughts quickly, it also requires students to pay attention to the relationships between words in order to trace meaning in longer sentences.
- In the US, introductions are often accompanied by hand-shakes or hugs. In some European countries, people follow introductions with quick kisses to the cheek. Gestures of introduction for Arabic speakers can vary wildly but are important to know as they are tied to social status, religious doctrine, and country of origin. For example, some Arab speakers find hand-shaking between genders taboo, while others expect a hand over the heart to show respect. Learning the gestures that accompany a foreign language can be just as important as learning vocabulary or grammar.
- Music is an important part of many Arabic speakers daily lives. Famous musicians and singers are revered as heroes and, even decades after their deaths, are frequently referenced in political, economic, and social situations. During the 30s-50s, singers and musicians were often hailed as representations of the “Arab identity” and their music still carries these connotations today. Even more contemporary and mainstream musicians connect their music to traditional Arab themes as a means of tying modern songs to the region’s art and poetry of the past.

<i>JIM, KHA, HA AND ALPHABET REVIEW</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.C.2
• Students will receive note packets on jim, kha, and Ha. These packets will allow students to trace over the letters and practice writing them from right to left. Students will also have the opportunity to view how the letters change shape, depending on their position within a word. Students will then take notes on a powerpoint packet focused on these letters. They will practice the sounds of each, learn example words, and practice writing each letter in words.	<u>Tier 1 Resources/Materials:</u> • <i>Alif Baa: Introduction to Arabic Letters and Sounds</i> - Kristen Brustad • Vocabulary packets • Powerpoint

Students will listen to and practice singing the Arabic alphabet song in order to familiarize themselves with the letters and their sounds.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5 7.1.NH.A.7
- Students will complete worksheets and other written exercises to practice combining their new letters together. Some worksheets will also ask students to separate the letters or transliterate the sounds they see. - Students will practice their sight reading and pronunciation by vocalizing new combinations of letters to sound out various words. Students will be encouraged to look for words that share letter groupings and draw conclusions as to what their shared roots might mean. - Students will hone their listening skills by writing down the consonant sounds they hear in oral activities. The class will pay specific attention to the differences between short and long vowels when connected to a consonant.	<u>Tier 2 Resources/Materials:</u> Worksheet exercises
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.A.8 7.1.NH.B.3
Students will be given a grouping of letters; these will be in their solitary form. Each student will write the letters as a cohesive word on a piece of computer paper. Students are to color-code their word, separating long vowels from consonants and using a different color for <i>harakat</i>. Students will transliterate the word into English characters and, using ejtaal.net, look up the meaning of the term they've written out. They will then sketch out the meaning of the new term in the	<u>Tier 3 Resources/Materials:</u> - Group of letters assignment sheet - Alphabet book

form of a visual vocabulary card. These will be hung up and used as reading warm ups during the week. Students will continue working on their comprehensive alphabet book. Each page will focus on one letter of the alphabet and at least one vocabulary or dictionary word that incorporates that letter. Students will draw a picture of the word to help them learn it in context.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Visual alphabet book, Combination and separation quizzes, Letter combinations and separations worksheets, Oral assessments in letter pronunciation, word vocalization, and the alphabet song	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: PowerPoint/Slides if needed. Focus on Arabic language

BODY LANGUAGE AND INTRODUCTIONS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension) Teacher will model for students how to introduce oneself by name and how to ask someone for theirs. Students will practice answering with appropriate possessive endings. The teacher will draw attention to the different possessive endings for you (masc.), you (fem.), his, her, my, etc. Students will take notes on these suffixes in relation to the word for name.	Tier 1 CPIs: 7.1.NM.A.4 <u>Tier 1 Resources/Materials:</u> Note taking sheets
Tier 2 Activities/Strategies (Application/Analysis) - Students will brainstorm the types of gestures that Americans use when they meet or greet someone. The class will distinguish which types of gestures are appropriate for different situations and how they know which one to use. - The class will watch videos of different Arabic speakers greeting/meeting one another. In a graphic organizer, they'll mark down where the groups are from and what type of	Tier 2 CPIs: 7.1.NM.A.3 7.1.NM.B.3 <u>Tier 2 Resources/Materials:</u> https://www.youtube.com/watch?v=ICE_Y9N11BI - Greetings between Saudis https://www.youtube.com/watch?v=I-gsrE6K-U4 - Saudi vs. non-Saudi greeting https://www.youtube.com/watch?v=4Ffl2-ZTCDc - Introduction etiquette

gestures accompany their verbal exchange. Students will pay close attention to verbal or visual markers that may help tip them off as to which gestures are required for different meetings. Students will be expected to add new vocabulary to their glossaries as well.	• https://www.youtube.com/watch?v=foW2xopqKis - Maz Jobrani greeting differences
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.B.3 NJSLSA.R8.
• Students will evaluate the differences between these Arabic gestures of greetings as well as these gestures when compared to American ones. Students will be asked to draw connections between these gestures and possible social values or structures. The class will be encouraged to pay attention to the ways different genders, social classes, and religious orientations interact. Students will be encouraged to stage short conversations in small groups or in front of the class to practice greetings, introductions, and proper gestures. Students should incorporate verbal cues or gestures to tip their partner off to the appropriate form of greeting.	<u>Tier 3 Resources/Materials:</u> • Arabic greeting samples
STUDENT WORK PRODUCTS/ ASSESSMENTS: Greetings and introductions, Body language skit	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Videos of different cultures gestures and introductions

UMM KULTHUM AND MUSIC HISTORY	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.A.4 NJSLSA.R7.
• Students will read an introductory article on Umm Kulthum by NPR. Students will fill in a graphic organizer of information as they read. Based on the description provided in the article, students will hypothesize what her music might sound like.	<u>Tier 1 Resources/Materials:</u> • https://www.npr.org/templates/story/story.php?storyId=124612595 - Umm Kulthum NPR

Students are to pay specific attention to terms like “colonialism” and “taraba” as well as references to Arabic poetry. Students will then watch a video of Umm Kulthum perform the first section of her famous song “Alf layla wa layl.” As we listen, students will fill in a lyrics sheet with some of the terms they hear. We will look for words we know or recognize and annotate these. Before discussing the translation, students will be asked to listen to the segment of the song once more and write down how the music or her voice might make them feel and if it reminds them of any singers they might know.	https://www.youtube.com/watch?v=nbWAyxPyyJw - Alf layla wa layl
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.A.4 7.1.NM.A.3
- Students will be asked to go on a scavenger hunt through the lyrics they received. They will hunt through the Arabic text provided and find words that contain the letters they’ve learned so far. Students are to fill out a scavenger hunt sheet with a certain number of terms for each letter. Students will use their alphabet charts to separate a number of words from their combined form into their individual letters. - Students will be asked to brainstorm how Umm Kulthum's image, music, and lyrics could have been a useful political tool during the 30’s- 70’s. Students will need to look back at their NPR article for information and evidence. Students will be asked if music or singers today serve similar purposes in the US.	<u>Tier 2 Resources/Materials:</u> - Scavenger Hunt - Articles
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.A.8 7.1.NM.B.5

Students will pair up or split into small groups. Each group will select a singer, band, or artist at random from a list of names. Students will be responsible for researching the musician(s) they selected and creating a short slideshow about their biography, their music, and how they used/ are using this art form as a kind of political advocacy. Students should pay attention to image, genre, and geography in analyzing the musician's message. These will be shared with the class, who will take notes as they learn from each group.	<u>Tier 3 Resources/Materials:</u> Google Slides/PowerPoint
STUDENT WORK PRODUCTS/ ASSESSMENTS: Um Kulthum notes and reflection, “Alf layla wa layl” lyrics sheet, “Alf layla wa layl” scavenger hunt, Music and Politics Powerpoint	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Slideshow presentation creation and research on a musician

Unit 3: Age, Location, Palestine

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: NJSLSA.R.6; NJSLSA.R.3; 6.1.P.D.4; 6.2.12.A.6.C; 6.2.12.A.6.D.; 6.1.12.B.4.C

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Age expressions;
- Age comparisons;
- Origin expressions;
- Asking questions;
- *dal, dhal, raa, zay*;
- Palestine; Arabic film industry

Essential Questions:

- How does one discuss age in Arabic? What phrases can be employed? How can we draw age comparisons? How are these phrases formatted and used?
- What is the difference between explaining where you are from and providing origin through nationality? How are nationalities discussed in Arabic? What construction is necessary? Can national identity and place of origin be different? Why might someone differentiate these?
- Where is Palestine? What is it?
- When has Palestine been in the news? What are the stories usually about? What country is most often discussed in relation to Palestine? Why?
- What is the *Balfour Declaration* and what did it do? Was it legal to do so?

- What is America’s stance on the Palestinian and Israeli conflict? How has the US been involved in the past?
- What is the “conflict” about? What suggestions have people proposed to end it? What does each side want?
- What measures has each side taken to pursue their agendas? What have the results of these been for Palestinians and Israelis? How have international groups viewed these results?

Enduring Understandings:

- Origin, nationality, and location can sometimes coincide neatly; sometimes these three topics can clash or be an issue of conflict for individuals - especially during eras of mass migration like the one we live in today. Some places of origin and nationalities are not even officially recognized by other nations and thus result in intense feelings of homelessness as well as fierce pride. Learning how to navigate these three topics, recognize their differences in conversation, and express each is vital to creating relationships.
- Palestine, a nation currently unrecognized by US officials, is a piece of land in the Middle East that has been hotly contested for decades. Since 1917, the land has been carved up, rebuilt, redistributed, and blockaded in response to both military and civil offenses. Today, much of what was “originally” Palestine now belongs to Israel and the latter grows steadily each year. In defensive and offensive moves, Palestinians have tried to take back their land, while Israelis have used these efforts to validate their political legitimacy. Violence and human rights issues have been levied against both sides - both by their opponents and by international watchdogs - thus complicating an already complex situation. Many Arabic-speakers feel strongly about the conflict and view Palestine’s slow decline as a result of European interventions, the dehumanization of Arabs, and the double-standard of international like the UN to hold rich countries accountable.

<i>DAL, DHAL, RAA, ZAY, AND THE ALPHABET</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.7 7.1.NJ.A.8
• Students will receive note packets on dal, dhal, raa, and zay. These packets will allow students to trace over the letters and practice writing them from right to left. Students will also have the opportunity to view how the letters change shape, depending on their position within a word. Students will then take notes on a powerpoint packet focused on these letters. They will practice the sounds of each, learn example words, and practice writing each letter in words. Students will pay	<u>Tier 1 Resources/Materials:</u> • <i>Alif Baa: Introduction to Arabic Letters and Sounds</i> - Kristen Brustad

particular attention to the fact that these letters do not connect on the left side. Students will listen to and practice singing the Arabic alphabet song in order to familiarize themselves with the letters and their sounds.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.B.3 7.1.NH.A.7
- Students will complete worksheets and other written exercises to practice combining their new letters together. Some worksheets will also ask students to separate the letters or transliterate the sounds they see. - Students will practice their sight reading and pronunciation by vocalizing new combinations of letters to sound out various words. Students will be encouraged to look for words that share letter groupings and draw conclusions as to what their shared roots might mean. - Students will hone their listening skills by writing down the consonant sounds they hear in oral activities. The class will pay specific attention to the differences between short and long vowels when connected to a consonant.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.B.5
Students will continue working on their comprehensive alphabet book. Each page will focus on one letter of the alphabet and at least one vocabulary or dictionary word that incorporates that letter. Students will draw a picture of the word to help them learn it in context.	<u>Tier 3 Resources/Materials:</u> Alphabet Book
STUDENT WORK PRODUCTS/ ASSESSMENTS: Alphabet Book Project, Worksheets, Oral Assessments	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Docs for writing tasks

AGE AND ORIGINS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: NJSLSA.R.6
- Students will review their map of the MENA region and write down the pronunciation of each country's Arabic name. Students will learn how to add appropriate nationality endings for male and female speakers to express origin. The teacher will call out different nationalities and students will need to locate the country and determine whether the speaker is male or female. - Students will receive short reading excerpts that include the greetings and introductions we've been practicing thus far. Students will practice reading the terms and gathering information from these. Nationalities will be added to these excerpts slowly.	<u>Tier 1 Resources/Materials:</u> - MENA region map - Short reading excerpts
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5
The teacher will model expressions of age for students and will ask them to join her in conversation. Students will use their prior knowledge of vocabulary and conversation terms to infer new phrases and meanings. Students will be able to incorporate these new phrases into their own side of conversation without writing them down first. Students will continue to implement this in chatter with one another. The same will be done regarding phrases concerning nationality and origin.	<u>Tier 2 Resources/Materials:</u> Phrases and meanings list
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: NJSLSA.R.3

- Students will use their reading excerpts and conversations as models to help them craft their own introductory sentences. Students can write these out in transliterated form, as they have not yet learned all the letters of the alphabet and how they connect. Students are encouraged, however, to build off of their annotated excerpts and alphabet charters to incorporate as much Arabic script as possible. - Students will hand their sentences in to the teacher who will mix them up and pass them back out. Students will read each other's sentences and match their document with the correct author.	<u>Tier 3 Resources/Materials:</u> Docs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral assessments and conversations, writing sentences	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Docs for writing tasks

PALESTINE AND <i>OMAR</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 6.1.P.D.4
- Students will create a KWL chart on the board about Palestine and the Palestinian Conflict. Any student who researches Current Events about Palestine will be asked to remind students about his/her articles and to provide any additional information. - The class will complete a webquest assigned to them in Google Classroom. The webquest will help students define major terms like "Zionism," "Nabka," "Balfour Declaration," etc. It will also ask students to complete a timeline of events in Palestine/Israel and show how it affected the map as we see it today.	<u>Tier 1 Resources/Materials:</u> <i>Omar</i> "Episode 1" <i>Fauda</i> https://www.jewishvirtuallibrary.org/text-of-the-balfour-declaration - Balfour Declaration Full Text https://www.aljazeera.com/indepth/features/2017/10/100-years-balfour-declaration-explained-171028055805843.html - Webquest

Students will watch either the film <i>Omar</i> or the first episode of “Fauda,” depending on the time available. Students will answer comprehension questions as they watch and will translate a glossary of important terms as they hear them.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.2.12.A.6.c 6.2.12.A.6.d 6.2.12.B.4.c
- Students will reflect on the film/episode watched in class. How does the depiction of Israeli and Palestinians lives add to what they had learned in their research. Students will reflect on what they saw in terms of living conditions and culture; students will be asked to think specifically about how visualizing the situation can make situations like the one in Palestine more visceral or moving. - The class will discuss how films can be used to bring awareness and advocate for various causes. The class will be given the opportunity to determine whether films about Palestine and Israel could help bring an end to the conflict.	<u>Tier 2 Resources/Materials:</u> - Film above - Writing for discussions
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: NJSLSA.R3.
Students will read an article from Bloomberg Magazine in which some possible resolutions for the Israeli-Palestinian conflict are listed. Students will refer to the information they learned through their webquest and the film representation they watched to evaluate if any of the options proposed could work. Students will be encouraged to brainstorm alternative ways to address the issue and/or find flaws in those currently offered.	<u>Tier 3 Resources/Materials:</u> - Article - Webquest
STUDENT WORK PRODUCTS/ ASSESSMENTS: Comprehension questions, Webquest	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Webquest and discussion questions can be done online

Unit 4: Classroom Terms and Women's Rights

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: NJSLSA.R.6; NJSLSA.R.3; 6.1.P.D.4; 6.2.12.D.6.A; 6.2.12.D.4.J.; 6.1.12.D.4.H.; 6.2.8.A.4.A; 6.2.8.D.4.A

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Classroom objects;
- Singular and plural nouns;
- Definite and Indefinite Nouns;
- This and That; *sin and shin*;
- Women's rights around the world

Essential Questions:

- How do English speakers identify singular nouns versus plural ones? What changes need to be made grammatically? How is this different than in Arabic? Does Arabic follow a set of rules in this regard?
- How do feminine nouns operate differently than masculine nouns when pluralized?
- What is the difference between a definite noun and an indefinite one? How are they demarcated in Arabic? What effect does this have on the rest of the sentence?
- What is a verbal sentence and what is a nominal one?
- How can the term "this" be used in a sentence and how does it work when used as a phrase (this is a cat vs. this cat is...)
- Do all people deserve the same rights and opportunities? What rights do we think all people deserve? Are there reasons for denying people these? If so, what are they?

- What are some restrictions put on women around the world? What are restrictions put on women in Saudi Arabia specifically? Are these reflective of the Arab world in general?
- How are women pushing back against social limitations? Can the progress seen in issues like the ban on women drivers be a sign of overall change?

Enduring Understandings:

- Because Arabic is not a member of the Romance Language family and has few connections to the Latinate structure, many of the grammar rules it follows can seem foreign and unusual. However, Arabic is a highly structured language and tends to lack the kinds of loopholes and exceptions that English contains. This can be seen in rules related to plural and singular nouns as well as definite and indefinite articles.
- Verbal sentences are much more common in Arabic than in English. Many phrases begin with the verb and only include the subject later on (if at all). Recognizing the difference between a verbal sentence and a nominal one is vital to uncovering the way Arabic can work and helps prepare the listener or reader for sentences where the subject is revealed later.
- Despite the seeming parity between men and women in the United States, there are far more men in the world than women; many of these women live in countries where their rights are limited by religious, social, or cultural expectations and laws. Some of these limitations are directly harmful to women's health and safety; some may seem like minor inconveniences to outsiders. Learning about the expectations and restrictions women face can help us not only become advocates for the universal well-being of others, but also learn to understand certain "wrongs" in the context of valued traditions.

<i>SIN, SHIN, AND THE ALPHABET</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A. 7.1.NH.A.8
• Students will receive note packets on <i>sin</i> and <i>shin</i>. These packets will allow students to trace over the letters and practice writing them from right to left. Students will also have the opportunity to view how the letters change shape, depending on their position within a word. Students will then take notes on a powerpoint packet focused on these letters. They will practice the sounds of each, learn example words, and practice writing each letter in words.	<u>Tier 1 Resources/Materials:</u> • <i>Alif Baa: Introduction to Arabic Letters and Sounds</i> - Kristen Brustad • Note packets

Students will listen to and practice singing the Arabic alphabet song in order to familiarize themselves with the letters and their sounds.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.C.5 7.1.NM.B.4
- Students will complete worksheets and other written exercises to practice combining their new letters together. Some worksheets will also ask students to separate the letters or transliterate the sounds they see. - Students will practice their sight reading and pronunciation by vocalizing new combinations of letters to sound out various words. Students will be encouraged to look for words that share letter groupings and draw conclusions as to what their shared roots might mean. - Students will hone their listening skills by writing down the consonant sounds they hear in oral activities. The class will pay specific attention to the differences between short and long vowels when connected to a consonant.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.B.5 7.1.NH.B.3
- Students will be responsible for creating post-it note posters for individual letters. They will write down the letter and its transliteration; students will also show how the letter changes shape in its various forms. Lastly, students will provide three examples of words that include the target letter in the initial, medial, and final position. These will serve as study tools for the midterm exam. - Students will continue working on their comprehensive alphabet book. Each page will focus on one letter of the alphabet and at least one vocabulary or dictionary word that	<u>Tier 3 Resources/Materials:</u> - Post-its and posters - Alphabet book

incorporates that letter. Students will draw a picture of the word to help them learn it in context.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) in Letter pronunciations, Word vocalization, Alphabet song, Worksheets on Letter combination and separations, Combination and separation quizzes, Classroom Alphabet Book, Post it poster project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Arabic dictionary online, writing tasks on Docs

THIS, THAT, AND CLASSROOM THINGS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.C.5 7.1.NH.B.3
- The class will go over new vocabulary focused on classroom objects. As we learn the words, we'll identify them in the room, write down their transliteration, and practice writing them in Arabic script. - Students will take notes on definite and indefinite nouns and draw comparisons to formatting in English and Spanish languages. Students will practice recognizing the format through both oral and written exercises. - The class will take notes on the terms “this” and “that” in Arabic and how the absence or presence of definite articles can change the meaning of a sentence when paired with either of these terms. Students will map out this grammar in English sentences to help see the change in structure for Arabic as well.	<u>Tier 1 Resources/Materials:</u> Note taking sheets
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.B.3
Students will listen as the teacher models the use of “this” and “that” in sentences. Students will listen for definite markers and determine whether the sentence heard is a complete sentence or a partial phrase.	<u>Tier 2 Resources/Materials:</u> - Games https://www.ejtaal.net - Google Sheets

- Students will play games of charades and pictionary to practice applying their new vocabulary terms. - Students will begin constructing an alphabet book of classroom related terms. Students can work in pairs or in small groups. Using ejtaal.net, students will search through the dictionary and look for items or verbs that could be useful to or related to a school or classroom setting. Students will compile these, highlight the starting letter, locate the term's root, and provide the definition. Students can create this in Google Sheets in order to share with their classmates or they can produce a booklet by hand with visuals to help in translation.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.B.5
Students will work in groups of two to create short classroom skits. One student will take on the role of the instructor while another will perform as the student. The skits should incorporate classroom terms and phrases we've practiced or heard in the school setting. Students will be responsible for using "this" or "that" in both nominal and verbal skits.	<u>Tier 3 Resources/Materials:</u> Docs
STUDENT WORK PRODUCTS/ ASSESSMENTS: . Classroom Skit project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Arabic dictionaries online, Docs for creating skits

WOMEN'S RIGHTS AND <i>WADJDA</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: NJLSA.R6. 6.1.P.D.4 6.2.8.A.4.a

- Students will offer definitions for the term “human rights” before reading the UN’s Universal Declaration of Human Rights. They will discuss who determines what these rights are and who polices them or if anyone should at all. - Students will read an article on the Saudi ban on female drivers and the recent changes to the country’s law. Students will also read an article about other limitations women face in Saudi Arabia.	<u>Tier 1 Resources/Materials:</u> - Definitions list - Article on Saudi ban on female drivers - https://www.independent.co.uk/news/world/middle-east/saudi-arabia-womens-rights-driving-ban-lifted-marriage-custody-ban-k-accounts-travel-medical-a7969551.html https://www.cnn.com/2018/06/23/middleeast/saudi-women-driving-ban-lifts-intl/index.html - UN Universal Declaration of Human Rights - Islamic Sunnah and Hadith
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: NJSLA.R3. 6.2.12.D.6.a 6.2.8.D.4.a
- Students will compare the limitations from the one article with the rights promised to all people in the UN’s declaration. Students will define the term “cultural relativism,” and integrate this idea into their conversation about Saudi’s laws and cultural traditions. - Students will read primary source documents that have been used to provide religious and legal justification/precedent for Saudi’s laws. Students will determine whether outsiders have the right to advocate for change. - Students will watch the movie <i>Wadjda</i> and read a background article about the film’s female director.	<u>Tier 2 Resources/Materials:</u> <i>Wadjda</i> movie “Wrap my Hijab” - Mona Haydar - Article on female director
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 6.2.12.D.4.j 6.2.12.D.4.h
Students will write a short essay response to the film and the readings on the topic of advocacy, women’s rights, and cultural relativism. Students will determine whether progress like the change in women’s driving laws, the production of the film	<u>Tier 3 Resources/Materials:</u> Essay prompt/DBQ assignment

<i>Wadjda</i>, or the success of the film's protagonist are signs of real change or whether other efforts should be made in the name of human rights. Students will complete this as a kind of DBQ assignment and it will be counted as a part of their midterm grade.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Combination and separation quizzes, DBQ writing assignment	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Online articles, writing task on Docs

Unit 5: Numbers and Arab Literature

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: English Language Arts RI.9-10.5, RI.9-10.6 - Social Studies 6.2.8.D.4.a, 6.2.8.A.4.a, 6.2.12.C.4.d

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Numbers and counting;
- describing amounts;
- “the dual;”
- *Saad, Daad, Taa, Dhaa*;
- Arabic literature;
- Middle East politics

Essential Questions:

- How do Arabic numerals relate to the ones we use around the world today? How did Arabic numerals spread from the Middle East to European nations?
- What kind of reaction did Arabic numerals receive when they were introduced to Europeans?
- What did Arabic numerals allow Middle Eastern philosophers to discover or learn? What mathematical terms or theories can we trace back to the Middle East?
- How do Arabic speakers learn to differentiate between two different consonant sounds? What is the difference between a soft s and a hard one? How do we recreate the sounds? How do we train our mouths to make the shapes?
- How do nouns change to reflect different amounts?
- What is “the dual?” Do we have this English? How does it look and sound in Arabic?

- What political systems have shaped the Middle East at present?
- What is colonialism? How did it change the shape and course of the Middle East? Why is it still an important theme in Arab literature today?
- What is an allegory? How can allegories be useful to authors who write under hostile regimes?

Enduring Understandings:

- Prior to the integration of Arabic numerals into European languages and mathematics, Roman numerals were the only expression of amounts. This often made certain mathematics and quick calculations. It actually wasn't until the Renaissance period that Europeans started using Arabic numerals. Prior to this, Muslim mathematicians, astronomers, scientists, and philosophers used their knowledge of math to create many of the algorithms and theories we use today.
- A unique feature of Arabic is its dual form, which differentiates a set of two objects from the singular and plural forms. While the dual is not often used in colloquial Arabic, it shows a special element of the language that sets it apart from many others.
- The Middle East, quite literally, has been shaped by European intervention and a history of colonialism. The region has been marked by warring factions, various empires, imperial forces, and tyrannical rulers. All of these have made the concept of national identity a complicated issue. The tensions caused by political unrest can be traced throughout much of literature produced by Arab writers. Keeping political and historical contexts in mind can help readers unravel the meaning behind allegories and complex texts.

<i>SAAD, DAAD, TAA, DHAA</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.7 7.1.NH.A.8
• Students will receive note packets on <i>Saad</i>, <i>Daad</i>, <i>Taa</i>, and <i>Dhaa</i>. These packets will allow students to trace over the letters and practice writing them from right to left. Students will also have the opportunity to view how the letters change shape, depending on their position within a word. Students will then take notes on a powerpoint packet focused on these letters. They will practice the sounds of each, learn example words, and practice writing each letter in words. Students will pay particular attention to how these letters change the sound of vowels and how they are formed when pronounced. Students will watch videos to help them vocalize the letters correctly.	<u>Tier 1 Resources/Materials:</u> • <i>Alif Baa: Introduction to Arabic Letters and Sounds</i> - Kristen Brustad • Alphabet song in Arabic

Students will listen to and practice singing the Arabic alphabet song in order to familiarize themselves with the letters and their sounds.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.3 7.1.NM.C.2
- Students will complete worksheets and other written exercises to practice combining their new letters together. Some worksheets will also ask students to separate the letters or transliterate the sounds they see. - Students will practice their sight reading and pronunciation by vocalizing new combinations of letters to sound out various words. Students will be encouraged to look for words that share letter groupings and draw conclusions as to what their shared roots might mean. - Students will hone their listening skills by writing down the consonant sounds they hear in oral activities. The class will pay specific attention to the differences between short and long vowels when connected to a consonant.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.C.3
Students will continue working on their comprehensive alphabet book. Each page will focus on one letter of the alphabet and at least one vocabulary or dictionary word that incorporates that letter. Students will draw a picture of the word to help them learn it in context.	<u>Tier 3 Resources/Materials:</u> Alphabet Book
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) including Letter pronunciations, Word vocalization, and the Alphabet song. Letter combination and separations worksheets	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Docs for any writing tasks or online worksheets

NUMBERS AND COUNTING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.B.3
Students will copy down the Arabic numerals and their English counterparts. Students will also learn how to pronounce each of the numbers orally. The class will practice this by singing along with a numbers song.	<u>Tier 1 Resources/Materials:</u> Arabic and English numbers sheet
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.2.12.C.4.d 7.1.NH.B.3
- Students will practice reading and writing Arabic numerals by “translating” long numbers and dates from English numerals to Arabic ones and vice versa. - The class will listen as the teacher models forming sentences with numbers and asking about amounts. Students will engage in short conversations, inferring knowledge from the model and building off of what they learn.	<u>Tier 2 Resources/Materials:</u> https://www.youtube.com/watch?v=fJ50Po9_yYo - Arabic Numbers song
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.C.4 7.1.NM.C.3
Students will be assigned numbers at random. Each student will then create a visual vocabulary card for that number, which should include the Arabic numeral, its Arabic long-form name, and a visual representation of the amount. Students are encouraged to look up the Arabic word for the images they draw and write a short sentence about what is depicted.	<u>Tier 3 Resources/Materials:</u> Vocabulary/Index card
STUDENT WORK PRODUCTS/ ASSESSMENTS: Numeral translations worksheets and quizzes, vocabulary cards/sentences	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Online video songs, visual representation of term can be done online or by index card

“TIGERS ON THE TENTH DAY” - ZAKARIA TAMER	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 6.2.8.D.4.a
- Students will create a chart of themes or topics that can emerge in novels. The class will discuss where ideas for novels may come from and how they believe inspiration to work. Based on their research into countries of the MENA region and the events occurring today, what might some important themes that emerge in contemporary Arab literature? - Students will take notes on the author Zakaria Tamer and create a short timeline of events in his life and the countries in which he lived.	<u>Tier 1 Resources/Materials:</u> “Tigers on the Tenth Day” - Zakaria Tamer
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.2.8.A.4.a RI.9-10.5.
Students will receive a bilingual version of Tamer’s “Tigers on the Tenth Day.” The class will read through this together in English while the teacher will read the accompanying Arabic line outline. The class will search through the text for familiar words, including new numbers, and familiar grammar rules. Students are to keep a glossary of new and important terms as they read.	<u>Tier 2 Resources/Materials:</u> https://wadiqratiya.wordpress.com/2012/02/14/tigers-on-the-tenth-day-by-zakaria-tamer/ http://www.banipal.co.uk/contributors/189/zakaria-tamer/ https://middleeastrevised.com/2014/10/04/zakaria-tamer-the-master-of-childrens-stories/
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: RI.9-10.6. W.11-12.2
Students will write a short reflection about the text read in class. Students will be asked to determine whether a story such as “Tigers on the Tenth Day” can apply only to places like Syria, because of its historical context, or whether it can break out and have value for others as well. Students should think	<u>Tier 3 Resources/Materials:</u> Docs

about whether the story could make sense from an American perspective. Students can also opt to create a children’s story of their own, similar to Zakaria Tamer’s. Students should aim to follow the structure of Tamer’s “Tigers on the Tenth Day,” but have the allegory and its meaning reflect their own experiences. This is to be written in English.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing Assignments including the Zakaria Tamer timeline and “Tigers on the Tenth Day” glossary and annotation. “Tigers on the Tenth Day” reflection or short story project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Docs for writing response, reading texts, and creating a timeline

Unit 6: Adjectives and Food

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: Social Studies 6.2.8.B.4.b., 6.2.8.B.4.c, 6.2.8.B.4.d.

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Feminine markers;
- Adjectives;
- Adjective-Noun Agreement;
- Non-verbal sentences;
- *ayn, ghayn, fa, qaf*;
- Arabic cuisine;
- Arabic markets

Essential Questions:

- What types of words are feminine in Arabic? What categories fall under feminine terms? How can we distinguish other words as feminine?
- How do adjectives work in Arabic? Where do they fall in the sentence? How do we know if they're acting as a predicate? How do adjectives change to match the noun being described?
- What are non-verbal sentences in Arabic? How are they constructed? What purpose do they serve?
- What types of food are associated with Arab culture? What kinds of ingredients are used? How do these reflect the geography, agriculture, and historical trade of the region?

- What can cuisines tell us about the economy of a country? What proteins do Americans often eat? How is this different than those eaten by many Arabs? Why might these differences exist?
- How do Americans typically purchase their food? Where do they go? What is usually available? Is this the same experience Arabs have in shopping for food? How might food shopping be a status symbol?
- What does it mean to haggle? What are some typical shopping protocol in the Middle East?
- What is hummus? What is falafel? How have these food items become national symbols? How have these become the center of political drama?

Enduring Understandings:

- Arabic is a gendered language that recognizes both male and female words. Most feminine words are marked by a special symbol referred to as the *taa marbuta*. Other types of feminine words include body parts that appear in pairs (ears, eyes, legs, hands, etc.), cities, and words associated with women (mother, sister, etc.).
- As with many other gendered languages, Arabic requires that nouns and adjectives match. Adjectives paired with feminine nouns must take a feminine ending in order to make the sentence make sense. If nouns are definite, the adjective must be as well.
- Non-verbal sentences are constructed when the writer or speaker pairs a definite noun with an indefinite adjective. In this way, the term becomes the predicate of the sentence. Simple sentences like this allow speakers to offer basic descriptive phrases.
- Arabic cuisine features many types of cheap and meatless protein, like fava and garbanzo beans. In part, this is a sign of the region's economies, where many lack the funds to buy expensive meats. The spices used in Arab cooking can be seen as a connection to the region's important location along the spice trade routes of the past. The integration of foreign techniques or tastes can be remnants of the country or region's political histories and eras.
- Purchasing food in many Arab countries can be an adventure. In certain cities, traditional supermarkets are only available to the wealthy and provide items at more expensive prices. For many, food is purchased in marketplaces or *souqs*, where stalls specialize in certain types of food like meat, fish, vegetables, fruit, and spices. At each stall, shoppers expect to haggle the prices of each good and work their way to a price that is agreeable to both the vendor and themselves.

<i>AYN, GHAYN, FA, QAF, AND THE ALPHABET</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.7 7.1.NH.A.8

- Students will receive note packets on <i>yn, ghayn, fa, qaf</i>. These packets will allow students to trace over the letters and practice writing them from right to left. Students will also have the opportunity to view how the letters change shape, depending on their position within a word. Students will then take notes on a powerpoint packet focused on these letters. They will practice the sounds of each, learn example words, and practice writing each letter in words. Students will pay particular attention to how these letters change the sound of vowels and how they are formed when pronounced. Students will watch videos to help them vocalize the letters correctly. - Students will listen to and practice singing the Arabic alphabet song in order to familiarize themselves with the letters and their sounds.	<u>Tier 1 Resources/Materials:</u> <i>Alif Baa: Introduction to Arabic Letters and Sounds</i> - Kristen Brustad - Alphabet Song in Arabic
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.A.3 7.1.NM.B.3
- Students will complete worksheets and other written exercises to practice combining their new letters together. Some worksheets will also ask students to separate the letters or transliterate the sounds they see. - Students will practice their sight reading and pronunciation by vocalizing new combinations of letters to sound out various words. Students will be encouraged to look for words that share letter groupings and draw conclusions as to what their shared roots might mean.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.2
Students will continue working on their comprehensive alphabet book. Each page will focus on one letter of the alphabet and at least one vocabulary or dictionary word that	<u>Tier 3 Resources/Materials:</u> - Alphabet Books - Docs

incorporates that letter. Students will draw a picture of the word to help them learn it in context. Students will also come up with tongue twisters or vocal warm ups to help them pronounce these new sounds. These will be shared among the class and may be used to help future classes with these letters	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) on Letter pronunciations, Word vocalization and the Alphabet song. Alphabet book project is ongoing.	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Docs for writing assignments

ADJECTIVES AND FEMININE MARKERS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension) - The class will watch an instructional video on the <i>taa marbuta</i> and feminine nouns. Students will practice writing the feminine marker out and practice recognizing feminine terms by sound and sight. - Students will review a powerpoint and take notes on adjective agreement and placement. The teacher will model this in the beginning of class and during class activities. Students will focus on adjectives describing size, weight, height, width, price, and taste. - The class will focus on differentiating between terms as adjectives and terms as non-verbal predicates.	Tier 1 CPIs: 7.1.NH.A.8 <u>Tier 1 Resources/Materials:</u> - Instructional video on <i>Taa Marbuta</i> - PowerPoint/Slides on adjectives
Tier 2 Activities/Strategies (Application/Analysis) Students will complete worksheets in which they will need to match the noun with the appropriate adjective. Students will need to pay particular attention to whether the noun is definite	Tier 2 CPIs: 7.1.NH.B.3 <u>Tier 2 Resources/Materials:</u> Worksheets

or indefinite, whether it is masculine or feminine, and whether it can logically be described by that adjective. Students will also complete activities in which they will modify adjectives to match the given nouns.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.B.4
- Students will practice vocabulary as well as verb agreement by playing games like Heads Up and Password. Students will work as teams or partners to offer descriptive clues to a guesser. The student guessing will use his/her knowledge of the adjectives provided to guess the term that best matches. Teams will continue to provide clues until the teammate guesses the Arabic term correctly. - Students will also be invited to write short riddles for their classmates in the Target Language. Students will pull from their vocabulary and grammar skills to write or speak short non-verbal sentences that describe an item. Students will exchange these orally or on paper to one another and attempt to guess the correct answer.	<u>Tier 3 Resources/Materials:</u> Games
STUDENT WORK PRODUCTS/ ASSESSMENTS: Worksheets on Letter combination and separations, Adjective agreement, and Non-verbal sentences. Short written riddles	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Docs for writing riddles

ARABIC FOOD AND THE <i>SOUQ</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 6.2.8.B.4.c 6.2.8.B.4.b
Students will generate a list of foods they associate with the Middle East. Students should try to come up with fruits or vegetables grown, desserts made, meat raised, or entire dishes.	<u>Tier 1 Resources/Materials:</u> - Middle Eastern food list https://www.cnn.com/travel/article/middle-east-food-dishes/index.html - 20 best Middle Eastern Foods

While guessing or naming, students will be reminded to think about the landscape and geography of the Middle East. - Students will review two websites that list a number of famous Middle Eastern dishes. In groups or individually, students will look for patterns in the types of food offered (proteins featured, textures, flavors, colors, etc.). Students will compare these food items with what they had guessed at the beginning of class. - Students will learn some of the important phrases related to souq culture and haggling practices. The class will practice these through brief conversations.	https://egyptianstreets.com/2014/06/05/15-mouth-watering-middle-eastern-dishes/ - 15 Middle Eastern Dishes
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.2.8.B.4.d 7.1.NM.B.4
- Students will watch travel and tourist videos from souqs and bazaars in the Middle East. The teacher may integrate photographs and videos from his/her own travels. Students will note differences between souq shopping/market culture and the grocery buying process students are used to here. - Students will discuss the benefits of souq culture and what some of the drawbacks may be. The class will discuss what some of the effects of the souq may be on society in general.	<u>Tier 2 Resources/Materials:</u> https://www.youtube.com/watch?v=o9GO4qtcFn0 - Street Food / Souq in Fes https://www.youtube.com/watch?v=LIQSmN2O6rE - Street food / Cairo
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.2 7.1.NH.C.5 7.1.NM.B.5
The students will take part in short impromptu as well as written skits practicing authentic haggling terms and souq vocabulary. Students will integrate new vocabulary and adjective phrases into their skits. Students will also go to the cafeteria and receive short recipes for hummus. They will approach the “souq” and “purchase” the necessary ingredients in the Target Language. They will then have the chance to	<u>Tier 3 Resources/Materials:</u> Hummus ingredients

make their own hummus and sample the dip. Students will be asked to describe the flavor with some of their new adjectives.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Projects including Souq skits and Hummus Recipes, Writing Assignments including a Compare/Contrast market culture. Oral assessments on Haggling/Souq Phrases	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for websites, history behind middle eastern food and culture

Unit 7: Colors and Art

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.2.B.1

Interdisciplinary Connections: Social Studies

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Colors and related terms;
- Root-relationships;
- “to like;”
- Arab Art;
- Mosaics;
- Calligraphy;
- *kaf*, *lam*

Essential Questions:

- How do colors change to fit masculine, feminine, and plural nouns?
- How do roots operate in Arabic? How does one locate a root? Do roots always signify a relationship in words? Do roots operate the same way in English?
- How can roots help you guess at a word’s meaning? What other clues can help determine what a word means?
- What is the difference between “like” and “love” in Arabic? Is there one? How do we express liking something? What terms or verbs can we use to explain liking or preferring something?
- What kind of art is attributed to the Middle East? Does it have a long artistic tradition? Are there any famous artists?

- How are mosaics made? What are so many Islamic buildings decorated with geometric mosaics? What is the significance of this art form?
- What is “calligraphy?” Why do many Arabs decorate both secular and religious buildings with calligraphic script? How does this connect to cultural and religious beliefs?
- How long does it take to learn Arabic calligraphy? What are the different styles? How did they emerge?

Enduring Understandings:

- Arabic is a semitic, root-based language. The three consonants that comprise most roots can be clues to help students find relationship and shared meaning between two different words. “k-t-b,” for example, means to write and “maktab” means desk - or more clearly, the place where writing happens. Finding words connected to the roots of various colors can not only help students remember the meaning of different shades, but can also help them see the way roots build bridges between seemingly different things.
- Two art forms most closely associated with the Middle East are geometric mosaics and calligraphy. Both of these emerged as a result of cultural and religious values that evolved over time into a regional tradition and recognizable craft. Geometric mosaics are connected to mystical religious practice and were, originally, intended to serve as colorful and decorative examples of divine order. Calligraphy can be traced back to religious practice and doctrine as well. A prohibition against creating art in the image of living things led many to decorate homes and buildings with highly stylized forms of writing, which turned holy quotes into art for all kinds of edifices.

KAF, LAM, AND THE ALPHABET	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.7 7.1.NH.A.8
• Students will receive note packets on <i>kaf</i> and <i>lam</i>. These packets will allow students to trace over the letters and practice writing them from right to left. Students will also have the opportunity to view how the letters change shape, depending on their position within a word. Students will then take notes on a powerpoint packet focused on these letters. They will practice the sounds of each, learn example words, and practice writing each letter in words. Students will pay particular attention to how these letters change the sound of vowels and how they are formed when pronounced. Students will watch videos to help them vocalize the letters correctly.	<u>Tier 1 Resources/Materials:</u> • <i>Alif Baa: Introduction to Arabic Letters and Sounds</i> - Kristen Brustad • Note packets • Alphabet song in Arabic

Students will listen to and practice singing the Arabic alphabet song in order to familiarize themselves with the letters and their sounds.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5
- Students will complete worksheets and other written exercises to practice combining their new letters together. Some worksheets will also ask students to separate the letters or transliterate the sounds they see. - Students will practice their sight reading and pronunciation by vocalizing new combinations of letters to sound out various words. Students will be encouraged to look for words that share letter groupings and draw conclusions as to what their shared roots might mean.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.C.5
Students will continue working on their comprehensive alphabet book. Each page will focus on one letter of the alphabet and at least one vocabulary or dictionary word that incorporates that letter. Students will draw a picture of the word to help them learn it in context.	<u>Tier 3 Resources/Materials:</u> Alphabet books
STUDENT WORK PRODUCTS/ ASSESSMENTS: Worksheets on letter combinations, separations, and pronunciations. Ongoing Alphabet book project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers to listen to the alphabet song

COLORS AND ROOT SYSTEM	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.B.3

- Students will receive vocabulary sheets and a color-specific glossary. Students will practice naming the colors in both the masculine and feminine form. To perfect this, students will sing along with a children's song aimed at introducing young/new speakers to different colors. - Student will complete graphic organizers that categorize some of the vocabulary and classroom objects we've learned how to name into the appropriate colors.	<u>Tier 1 Resources/Materials:</u> - Vocabulary sheets - Graphic organizers https://www.youtube.com/watch?v=pg1NpMmPv48 - Ted Talk https://www.youtube.com/watch?v=AdQCja4MBcY - Colors Song
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.B.4
- Students will compete in games of I Spy in the target language to practice naming colors, naming objects, and pairing them both appropriately. - The teacher will model how to ask students which colors they like. Students will listen to the formation of the question and how answers should be worded. Students will be invited to join in the conversation and will eventually be asked to have short conversations with another about preferred colors. The teacher will offer students different words to use to express "I like/love."	<u>Tier 2 Resources/Materials:</u> Games
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.5
- Students will create short video scavenger hunts around the school. In small groups, students will need to videotape themselves finding, naming, and describing one object in the school for each color they've learned. Students should use their "this/that" vocabulary, their classroom glossaries, online dictionaries, knowledge of adjective agreement, and new color vocabulary to complete this. - The class will use iMovie or a similar editing device to combine the videos into a cohesive product. These will be aired	<u>Tier 3 Resources/Materials:</u> - Scavenger hunt - iMovie

in class. Students who wish to make a color song for future classes are encouraged to do so.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Vocabulary worksheets, iMovie product creation, oral assessments/conversations	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: iMovie for creating a video

ARAB ART	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 6.2.8.C.4.b 6.2.8.D.3.e
- Students will be shown a series of pictures taken of various Islamic mosaics from the Middle East. Students will be asked to jot down their first impressions and share their thoughts. The class will then watch a short Ted Talk on the geometry of Islamic mosaics. To follow this, the class will read one article on the modern math ancient Arabs used to create perfect geometric patterns and another on the significance behind geometric designs for many Muslims. - Students will look at pictures of decorative calligraphy and look for any letters they may recognize from their studies. The class will discuss the importance of writing in Arabic culture - specifically the words set down in the Qur'an.	<u>Tier 1 Resources/Materials:</u> - Pictures of mosaics and calligraphy from the middle east https://www.qfi.org/get-involved/apps-resources/infographic-arabic-calligraphy/ - calligraphy https://www.livescience.com/4402-medieval-islamic-mosaics-modern-math.html - Math and mosaic https://www.qfi.org/get-involved/apps-resources/mosaic-tile-app/ - Mosaic maker http://www.bbc.co.uk/religion/religions/islam/art/art_1.shtml - BBC Islamic art
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.2.8.D.4.g
Students will be asked to discuss how often they encounter art and how this art makes them feel. Students will hypothesize what it might feel like to be surrounded by art like mosaics and calligraphy as frequently as many Arabs are. The class will be asked to determine the value and effect art (of any kind), but especially Islamic art, may have for its community.	<u>Tier 2 Resources/Materials:</u> artwork

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 8.1.2.B.1
- Students will be invited to create mosaics of their own, using al-Masdar's mosaic tilemaker. Each student will be able to use authentic mathematical tools to create complex, repetitive patterns. Students will be able to see how original blueprints were created by master tilemakers and will have the opportunity to color their creations in and tessellate the pattern to see what it would look like on the wall of a building. Students will be asked to share their favorite patterns with the teacher, who will print these out. Students will then write a short description of the colors they included. - Students will also have the opportunity to trace over detailed calligraphic works. Students will have the chance to use special calligraphy pens or markers (or paint brushes if the teacher feels comfortable) to copy or trace the work of prominent calligraphers. These will be hung up around the classroom to decorate the walls.	<u>Tier 3 Resources/Materials:</u> - Mosaic creation material - Calligraphy examples
STUDENT WORK PRODUCTS/ ASSESSMENTS: Calligraphy and mosaic project and written response	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: iMovie software, artwork and videos online

Unit 8: Coffee-shops and Verbs

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: W.9-10.3

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Pronouns;
- Verb conjugation in the present tense;
- *mim and ha*;
- Coffee-shop culture;
- Community structures

Essential Questions:

- How many pronouns are there in Arabic? How do pronouns distinguish between male and female subjects? How do speakers recognize the dual in pronouns?
- What pronouns are used formally vs. informally? How does the pronunciation of pronouns change in colloquial conversation?
- How many tenses exist in Arabic? How are they different?
- How do verbs the present tense conjugation? What is the pattern? How do you negate an action?
- Why are coffeeshops a hub for social life and structure in Arab cities? What have coffeeshops been in the past? How were they used? What are coffeeshops like now?
- What kinds of activities go on in coffeeshops? What can a visitor expect to see? Who is allowed in?
- What foods or drinks are served in coffee shops? How is tea normally served? How do you order tea? Or coffee?
- How do you ask for the check in Arab coffeehouses? Who is usually expected to pay? Are tips expected?

Enduring Understandings:

- Conjugated Arabic verbs are unique to the subject or pronoun paired with it. Because of this, it can be easy to infer the subject by looking at how the verb has changed. Additions to the beginning, and sometimes end, of the verb show an action in the present tense.
- Formal Arabic, which is often taught in classrooms, and Colloquial or Regional dialects can vary greatly. In many colloquial Arabics, certain pronouns are dropped or forgotten for the sake of ease; some conjugation endings or forms are dropped as well to aid in or simplify pronunciation. Even if these dialects aren't taught in class, they're important to touch upon as students who continue studying the language are likely to encounter dialectical changes in conversation.
- *maqhas*, or coffee shops, are important institutions in Arab neighborhoods, towns, and cities. They are community hubs where individuals go to meet, socialize, plan events, and gossip. Although these places have historically been for men only, some have opened their doors wider to welcome female customers as well. It is not unusual for patrons to sit in a coffee shop for hours, listening to music, smoking flavored tobacco, playing backgammon or chess, and drinking tea.
- Tea can be considered the lifeblood of many Arab communities. Brewing procedures and preparations vary by region and are a source of local or national pride. Most tea served in Arab coffeeshops is prepared extra sweet with sugar or honey and brought out piping hot. Different preparations of tea have specialized names and both customers and waiters alike know exactly what each term signifies.

MIM, HA, AND THE ALPHABET	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.7 7.1.NH.A.8
● Students will receive note packets on <i>mim</i> and <i>ha</i>. These packets will allow students to trace over the letters and practice writing them from right to left. Students will also have the opportunity to view how the letters change shape, depending on their position within a word. Students will then take notes on a powerpoint packet focused on these letters. They will practice the sounds of each, learn example words, and practice writing each letter in words. Students will pay particular attention to how these letters change the sound of vowels and how they are formed when pronounced. Students will watch videos to help them vocalize the letters correctly.	<u>Tier 1 Resources/Materials:</u> ● <i>Alif Baa: Introduction to Arabic Letters and Sounds</i> - Kristen Brustad ● Note packets ● Arabic alphabet song

Students will listen to and practice singing the Arabic alphabet song in order to familiarize themselves with the letters and their sounds.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.A.3 7.1.NM.A.2
- Students will complete worksheets and other written exercises to practice combining their new letters together. Some worksheets will also ask students to separate the letters or transliterate the sounds they see. - Students will practice their sight reading and pronunciation by vocalizing new combinations of letters to sound out various words. Students will be encouraged to look for words that share letter groupings and draw conclusions as to what their shared roots might mean. - Students will have completed their study of the Arabic alphabet and should now be familiar with each letter in its various forms. Students will be asked to put their knowledge to use by reading short sentences and passages aloud for pronunciation.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.C.5
- Students will be asked to write an introductory paragraph about themselves, including information like their names, ages, hometowns, favorite colors, etc. Students will be asked to write this in Arabic script only. This will be submitted in the form of a rough draft and edited by the teacher. The instructor will pass back corrections and have the students submit a final copy as part of their final grade. - Students will finish working on their comprehensive alphabet book.	<u>Tier 3 Resources/Materials:</u> Paragraph outline

STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) on Letter pronunciation and Word vocalization, Worksheets on Letter combination and separations and Verb conjugation, quizzes on combination and separation	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing tasks
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PRONOUNS AND VERBS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.B.3
- Students will take notes on the various pronouns used in Arabic. These should all be familiar - or at least recognizable - to the students, who will have heard them spoken and used throughout the semester. - Students will follow along with a verb conjugation powerpoint that will walk students through the construction of the present tense in Arabic. Students will note how verbs change to match each of the pronouns mentioned earlier. The class will practice reciting the pattern of conjugation and will be encouraged to use this knowledge to create simple verbal sentences.	<u>Tier 1 Resources/Materials:</u> - Note sheets - Verb conjugation PowerPoint/SlideShow
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.B.4
- Students will complete worksheets focused on verb conjugation. The assignment will ask them to transform words from the “infinitive” form to match with the subject or pronoun provided. - Students will also read a short story together in Arabic. The vignette will take place in an Arab coffeeshop and feature one of the customers there. The class will read, annotate, and translate the excerpt together.	<u>Tier 2 Resources/Materials:</u> Worksheets

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.C.5
The class will be split into small groups of four or five and work together to create their own chapters to the children's book.. Students will imagine a customer in the coffeeshop, name him/her, provide an age and hometown, and describe an action the person is doing while they relax there. Each chapter will be added to the first one to create an original collection of characters. This can be used for future students to help introduce them to the new vocabulary.	<u>Tier 3 Resources/Materials:</u> Children's book rubric
STUDENT WORK PRODUCTS/ ASSESSMENTS: reading worksheets, Personal introductory paragraph writing task, Short story composition	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for collaboratively writing a children's book

COFFEE SHOP CULTURE	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.A.3
- Students will write down words they associate with coffeeshops in the United States. They'll be asked to list a few things people may do while they are there. Students will be asked to guess how close the nearest one is and whether or not they have been to it. - Students will watch a few clips of coffeeshops from across the Arab world. The videos will feature shots of tea being served, of men smoking flavored tobacco, and of music being played or listened to. Students will be asked to compare the images they saw in the clips and their own experiences at coffeeshops. - Students will receive glossaries of important phrases and terms for visiting a coffee shop. They will take notes as the teacher models typical interactions or questions.	<u>Tier 1 Resources/Materials:</u> <i>Where Do we Go Now?</i> - Nadine Labaki https://www.youtube.com/watch?v=lstnsT2JPnc&t=42s - Coffeeshop Culture https://www.youtube.com/watch?v=5o4woxWWk_4 - Regular Coffeeshop Short Film https://www.youtube.com/watch?v=8nf8HyyD4rY - News Story Coffeeshop*

Students will watch the film <i>Where Do We Go Now?</i> by Nadine Labaki.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.4
- Students will partake in short, impromptu coffee shop conversations to practice the phrases and questions they learned through the teacher's modeling. - Students will examine the role the coffeeshop plays in the film and how the location changes over the course of the storyline. They'll be asked to map out the events that take place in that setting and compare it to the location of other important scenes. Students will be asked to analyze the role coffeeshops play for communities and what they offer. Students will be asked to come up with places in their own neighborhoods or communities that may operate similarly.	<u>Tier 2 Resources/Materials:</u> Docs
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.B.5 W.11-12.2
The class will stage their own coffeeshop in the classroom. Tea and coffee will be offered to the students, who must order their drinks using the appropriate terms in the target language. Traditional music will be played for students to listen to and the instructor will teach any student interested how to play backgammon. Students will be encouraged to use the Target Language as frequently as possible during the staged scenario.	<u>Tier 3 Resources/Materials:</u> - Tea and coffee - Traditional music
STUDENT WORK PRODUCTS/ ASSESSMENTS: Coffeeshop requests and terminology oral assessments, <i>Where Do we Go Now?</i> Reflection, Coffeeshop preparation project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Docs for writing a coffee shop conversation and project

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<i>(content, process, product and learning environment)</i> Extension Activities Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Use of Higher Level Questioning Techniques Provide assessments that require higher level thinking Varied Lexile levels of reading Increased production in writing assignments Substituting written texts with project based learning	Modifications for Classroom Literature-Centered Language Development chapter. Instructional Supports: Hands-on materials -bilingual dictionaries -visual aids -teacher made adaptations, outlines, study guides -varied leveled texts of the same content Modifications for Homework/ Assignments Preparing students for the lesson: • Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. • Simplifying Language for Presentation by using speech that is	<i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i> Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Student may request books on tape / CD / digital media, as available and Varied Lexile levels of reading	Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments.

Varying time requirements to complete assignments Student-directed learning/ independent studies Extension Activities Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Use of Higher Level Questioning Techniques Provide assessments that require higher level thinking Flexible Grouping: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy Jigsaw Activities: http://www.adlit.org/strategies/22371/	appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. • Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in English. • Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses. • Giving Directions-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc Presenting the Lesson • Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections	• Increased production in writing assignments • Substituting written texts with project based learning • Varying time requirements to complete assignments Student-directed learning/ independent studies appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Provide regular parent/ school communication Teachers will check/sign student agenda daily Modifications for Homework and Assignments Extended time to complete assignments	Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments
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	between content and the language used in instruction. • Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication. • Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance. • Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful. Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)	Provide the student with clearly stated (written) expectations and grading criteria for assignments. Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions	Extended time to complete assignments. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.
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	Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers Additional Resources CanDo Descriptors - https://www.wida.us/standards/CAN_DOs/ Colorin Colorado - http://www.colorincolorado.org/educators/ WIDA - https://www.wida.us/		
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