

Arabic 2
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 2 Curriculum Guide is to provide an introduction to the Arabic language. The Arabic 2 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 2
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>Al-Kitaab: Edition II-</i> Kristen Brustad 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 2 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 2 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 2, 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.Basics and Wedding	2-3 weeks
	2. Structures and Hobbies	2-3 weeks
	3. iDafas and Family Trees	2-3 weeks
	4. Conjugation and School Structure	2-3 weeks
	5. Cities and Weather	2-3 weeks
	6. Why? Because..	2-3 weeks
	7. Past Test (I), Possession, and Purchases	2-3 weeks
	8. Past Tense (II) and Verb Forms	2-3 weeks
Benchmark Assessments	All students take standardized midterms and finals. Other assessments are indicated throughout the units of study.	

Unit 1: Basics and Weddings

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: Language Arts NJSLA.W8

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Sight-reading; Definite/Indefinite articles; Nisba adjectives; Dating in the Arab world; Wedding culture

Essential Questions:

- How can you tell the difference between a masculine noun and a feminine one in Arabic?
- How do adjectives change to match the gender of the word they're describing?
- What does it mean for a noun to be definite? Indefinite? How do the words around it change to reflect the noun?
- What is a *nisba* adjective? What is it used for in Arabic? How is it formed?
- Are all letters pronounced in Arabic? Are there such things as silent letters? How should letter combinations be grouped for easier reading? What patterns can we look for in vowelage?
- What is it like to date in the Middle East? How do Arab teens meet one another? How do couples get to know each other? How quickly do couples get engaged? How is this similar to or different from dating culture in the United States?
- What does a couple need to do before they can get married? What things do they need to procure?
- What are weddings like in the Middle East? How long do they usually last? What events make up a wedding? How are these different from typical "American" ones?
- What does "being married" mean in the US? Does it carry a different connotation abroad? How has the concept of marriage changed over time? Is it different in different places?

Enduring Understandings:

- Arabic is a “say-what-you-see” language, meaning there are no silent or hidden letters in words; rather, every consonant should be pronounced as written. This can help make sight-reading easier for students. By paying attention to the *harakat*, or short vowels, students can chunk groups of letters together, which will, in turn, allow students to recognize different patterns, forms, and written meters.
- As in other gendered languages, Arabic requires that related nouns and adjectives share the same grammatical gender. This means that some adjectives need to be manipulated into the feminine form to connect to specific terms. Speakers must also pay attention to the definition of a noun; adjectives intended to describe a definite noun must also be definite (preceded by *alif-lam*). Omitting the definite marker creates a non-verbal descriptive sentence.
- Many cultures around the world recognize marriage as a major milestone in a person’s life. It marks an individual’s transition in society and often carries with it culturally specific expectations. For the most part, dating, engagement, and marriage in the Middle East are much different than the average American’s experience in the U.S. Learning about how couples meet, how long they date, and what types of traditions they recognize as they move toward marriage can help students appreciate how others around the world view romance and relationships.

<i>Sight Reading and Review</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.B.2, 7.1.NH.A.1
● Students will review the Arabic alphabet they learned in Arabic I; they’ll practice pronouncing each letter with both short and long vowels, will review the <i>harakat</i>, and will pay specific attention to how each letter changes when written in a word. ● Students will learn how to chunk Arabic words based on the <i>harakat</i> provided.	<u>Tier 1 Resources/Materials:</u> ● <i>Al-Kitaab: Edition II</i>- Kristen Brustad
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.B.3, 7.1.NH.A.8
● Students will build up their reading skills through short worksheets on <i>harakat</i> and consonant pronunciation. Students will practice transliterating Arabic script into the English alphabet first and transition to sight-reading without transliteration. Students will practice by completing short listening assignments from the textbook and in the classroom.	<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:
•	<u>Tier 3 Resources/Materials:</u> •
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) on Letter pronunciation, Alphabet, Sight-reading, and a Listening and reading quiz	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for listening to sounds and writing tasks.

<i>Chapter 1: Masculine/Feminine, Nisba, Questions</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.B.4
- Students will read through and copy down all new vocabulary terms in their binders. The class will watch Chapter I's video on Maha and listen to the way the words are pronounced and used together in sentences. - Students will review masculine and feminine markers as well as important question terms. - Students will review a map of the MENA region and annotate it with the Arabic names for each country.	<u>Tier 1 Resources/Materials:</u> - Vocabulary terms - Map of MENA
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5
Students will complete the activities from Chapter I in class and at home. These activities will ask students to match nouns and adjectives by gender and number, add definite articles to terms when necessary, and create <i>nisba</i> adjectives using country names.	<u>Tier 2 Resources/Materials:</u> Chapter 1 Activities
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.B.5

Students will watch the Chapter I Maha video at home and prepare a short written/oral summary of her introduction in the third person. Students can include any information they think is important but should aim to use one <i>nisba</i> adjective, one feminine noun/adjective combination, and a non-verbal sentence. These will be shared with the class	Tier 3 Resources/Materials: Chapter 1 Maha video
STUDENT WORK PRODUCTS/ ASSESSMENTS: Maha oral summary, <i>Tamareen</i> from Chapter I worksheet, and quiz on Masculine/Feminine Adjectives	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for video and writing

<i>Love in the Arab World</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.3
Students will be asked to describe dating in the US, paying specific attention to age, expectations, dating etiquette, etc. The class will look at graphs related to the average time spent dating, average cost of engagement and wedding, etc. in the US. Students will then hypothesize what similarities and differences they may expect to see in dating/wedding culture in the Middle East..	Tier 1 Resources/Materials: Graphs
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.A.2, 7.1.NH.A.7
Students will split into small groups. These groups will be assigned an article or video related to dating or marriage in the Arab world. Groups will be expected to analyze the information and summarize it for the rest of the class. Students will share this information and, as a group, create a Venn Diagram to show how dating and marriage are different or similar in the US and Middle East.	Tier 2 Resources/Materials: https://www.npr.org/sections/parallels/2016/10/15/497957693/in-egypt-the-high-cost-of-romance-is-crippling-hopes-of-marriage - NPR article https://www.mezzoguild.com/when-i-almost-married-egyptian-girl-who-only-spoke-arabic/ - First-hand experience - Venn Diagram
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.A.4 , 7.1.NH.A.5

● Students will select a “character” randomly from a collection of picture. Each picture will have the face of either a man or woman on it. The student will be asked to create a short “profile” for the person in Arabic by providing his/her name, age, profession, hometown (with <i>nisba</i>) and hobby (students are to look at examples from the textbook for guidance). Students will compile these into one Google Slide presentation (if done on the computer) or into a packet (if done by hand). ● Students will watch a few examples of dating “interviews” where the parents discuss engagement prospects with hopeful grooms. The class will take note of any useful phrases or questions from the videos and write them in their glossaries. Students will be asked to practice short skits like this in groups of two or three and then share them with the class.	<u>Tier 3 Resources/Materials:</u> ● https://www.albawaba.com/slideshow/dates-arab-city-love-hacks-middle-east-dating-scene-847184 - Dating Quirks in MENA ● https://www.sat7uk.org/love-dating-arab-world/ - Dating in the Arab World
STUDENT WORK PRODUCTS/ ASSESSMENTS: Dating Venn Diagram, Personal Profile, Engagement Interview	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for videos, research, and writing tasks

Unit 2: Structures and Hobbies

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:

- Pronouns; Masculine and feminine plurals; Sentence mapping; Typical hobbies; TV shows/culture

Essential Questions:

- How do words pluralize in Arabic? What patterns do masculine words follow? How can you recognize them?
- How and when do feminine words pluralize? How do adjectives reflect inanimate plurals?
- What are the correct Arabic terms for parts of speech?
- Where do predicates usually fall in English sentences? How do verbal sentences in Arabic differ? What signs can a reader look for to distinguish a subject from a predicate?
- What are *tanwin*? How can *tanwin* help readers or listeners discern parts of speech?
- What do people in the MENA region do for fun? What are some typical hobbies? What sports are popular? How do people spend their free time?
- What is TV culture like in the Middle East? How is it similar to or different from TV culture in the US? How much time do Arabs spend watching TV? What kind of shows are popular?
- Who is Bassem Youssef? Why was he kicked out of Egypt? What was his show like? Should he have left Egypt?
- What does comedy look like in Egypt? What gets laughs from Egyptian audiences?

Enduring Understandings:

- Plural nouns in Arabic can be tricky terms to learn. Feminine nouns will always pluralize the same way and are easy to generate or recognize, but masculine nouns can alter in a number of ways. Learning vowel patterns and listening for lexical rhythms can help make plurals easier to master.

- All non-human nouns, when pluralized, require adjectives to take the feminine gender. This does not affect the noun itself (it will follow whatever pattern the word required), but will alter the pronouns and adjectives associated with it for the remainder of the sentence.
- Because Arabic sentences can be both verbal and nominal, finding the subject and predicate of sentences can required some searching at first. Students need to have a grasp of masculine and feminine markers as well as pronouns in order to find the actors or subjects of verbal structures. Learning the appropriate terms for each part of speech and how to locate them in simple sentences will aid students in the reading, comprehension, and composition of longer and more complex thoughts.
- While some hobbies and activities in the Middle East are different from what people enjoy in the US, just as many are exceptionally familiar. Children play sports and video games after class, some teens spend time on social media, and many Arabs enjoy watching television shows during their free time. Some shows, like soap operas and dramas, reflect the cultural tastes and interests of the region, while others, like Bassem Youssef's *al-Bernameg*, are reminiscent of American shows aired in the US.

<i>Chapter 2 (Plurals, Sentence Mapping, etc.)</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.2
● Students will review pronouns from Arabic I and employ these in simple sentences and questions. Students will take notes on the use of masculine and feminine pronouns for inanimate but gendered objects. ● The class will discuss the different ways to pluralize words. Students will take notes on a powerpoint related to this topic and spend time differentiating human plurals, feminine plurals, and irregular masculine plurals. Students will pay particular attention to the different patterns found in masculine plurals. ● Students will generate a list of English grammatical terms that relate to parts of speech and sentence structure. The class will practice these by mapping and labeling sentences in English. They will then learn the Arabic equivalents and any new terms for Arabic grammar. The class will work together to map Arabic sentences and will pay particular attention to the changes that occur between the structures of nominal and verbal sentences.	<u>Tier 1 Resources/Materials:</u> ● <i>Al-Kitaab: Edition II</i>- Kristen Brustad
Tier 2 Activities/Strategies	Tier 2 CPIs:

(Application/Analysis)	7.1.IL.A.3
- Students will participate in learning and review games focused on plurals. These might include activities like Kahoot! or Jenga during which students are asked to correctly identify the appropriate pluralization of specific terms. Students will also complete <i>tamareen</i> associated with this topic from the textbook. - Students will complete sentence mapping activities and worksheets intended to aid students in writing and reading different kinds of sentences in Arabic. Students will employ the correct Arabic terms for different parts of speech.	<u>Tier 2 Resources/Materials:</u> - Worksheets <i>tamareen</i> from Chapter II
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.A.4
- Each student will be assigned a noun from our vocabulary list. They will be responsible for creating a visual vocabulary sheet for this term. Students will write the term in its singular form and its plural one. Students should highlight or color code the changes in vowels that the word undergoes as it shifts from singular to plural. Students will also create an image of the noun rather than its English translation. Upon submitting these, students will compare their sheet with others to look for terms that pluralize the same way. - Students will work in pairs or small groups to create a sentence-mapping poster. Each group will receive either a verbal or nominal sentence. They will be required to map the sentence out and label each part with the appropriate Arabic term. On their posters, students will be asked to rewrite the sentence in color-coded format so that each part of speech is represented by a specific color. The groups are then responsible for rewriting the sentence in its opposite form (from a verbal to a nominal or vice versa). They will need to refer to their textbook and notes to do this properly and will color code this as well. The posters will be displayed in the room.	<u>Tier 3 Resources/Materials:</u> - Vocabulary list - Poster materials
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) on Vocabulary use, Conversation practice, and Sight reading; Quizzes on Sentence mapping and	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for research and writing

Pluralization; Projects on Visual Vocabulary for Plurals and Sentence Mapping Poster	
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<i>Introductions and Hobbies</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.4
Students will create a list of activities they consider hobbies. Students will generate this in English and then use an English-Arabic dictionary to find the translations. The class will look at the blurbs provided in Chapter II of al-Kitaab for additional pastimes. Students will split into two groups. One group will be responsible for reading an article on pastimes in the US. The other will read an article on pastimes in the Middle East.	<u>Tier 1 Resources/Materials:</u>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.B.2
- Each group will come to the board and graph out the region's favorite activities; they are responsible for labeling their graph with the appropriate terms in Arabic. Students will examine how the interests and activities compare and will discuss whether the numbers fell how they expected them to. - Students will receive a letter written in Arabic from a pen pal, in which the writer introduces himself and describes some of his favorite activities. The students will work in small groups to read this together and answer a questionnaire about the writer.	<u>Tier 2 Resources/Materials:</u> https://arabiangazette.com/middle-east-north-africa-region-favorite-pastime-revealed-2013/ - Pastimes in MENA https://www.get.com/blog/infographic-what-are-americans-favorite-pastimes/ - Pastimes in US https://www.nytimes.com/2005/09/07/world/middleeast/baseball-in-iraq-as-pastimes-go-its-anything-but.html - Baseball in Iraq
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5
Students will use the pen pal letter as a model and respond to the original writer. Students will build off of their verbal skills from Unit I and their knowledge of sentence construction from this Unit. Students are to write in Arabic script (on paper or on the computer)	<u>Tier 3 Resources/Materials:</u> Pen Pal letter model

and use complete sentences. Students are to include at least one hobby they enjoy. These letters will be sent to the pen pal.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing Assignments- Pen pal letter	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for pen pals/writing

<i>TV Shows and Entertainment</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.C.5
- Students will receive a list of popular TV shows in the Middle East. They are to look over the list and create a chart of genres they see represented by the favorite shows. - Students will read the article on censorship in movie theaters and discuss how this might affect movie-going in the Middle East. - Students will watch the beginning clip of Bassem Yousef's <i>al-Bernameg</i> and discuss themes and styles of comedy they see in the clip. They will also read an article on his expulsion from Egypt and his current role in the US. - Students will watch the movie <i>'Asl Iswed</i> - an Egyptian comedy about an Egyptian-American visiting Cairo for the first time. Students will answer questions as they view and keep track of useful vocabulary in a running glossary.	<u>Tier 1 Resources/Materials:</u> https://stepfeed.com/7-egyptian-drama-series-you-need-to-watch-this-ramadan-1613 - Ramadan TV shows https://www.businessinsider.com/sports-middle-east-photos-2012-9#qatar-fans-of-gharafa-chat-during-a-regular-season-club-soccer-game-3 - Sports pictures
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5 7.1.NH.A.7
- Students will discuss what kind of movies are considered comedies in the US. They'll describe what they believe is "American humor," and discuss whether they think all comedies in the US share some themes. - Students will also discuss whether censorship of shows like <i>al-Bernameg</i> can occur or are occurring in the US today.	<u>Tier 2 Resources/Materials:</u> http://www.foxnews.com/entertainment/2010/10/19/muslim-countries-vary-greatly-censorship-hollywood-films.html - Censorship in Arab cinemas https://www.youtube.com/watch?v=YdrTb4rFrVE - El bernameg https://www.dailymotion.com/video/xq2fc1 - 'Asl iswed (http://static.veoh.com/m/watch.php?v=v133023833fQhkWmHK)

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.A.8 7.1.NH.B.3
Students will have the option to (1) write a review of <i>'Asl Iswed</i> for American audiences in which they describe the style of comedy employed in the film and compare it to American films; (2) write a short article about Bassem Yousef, <i>al-Bernameg</i>, and his role in political commentary - students should find a way to tie Yousef's experiences in with contemporary issues of media censorship. These compositions are to be written in English and submitted for a grade.	<u>Tier 3 Resources/Materials:</u> - Article - Computer
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing Assignments - TV/Film reflection	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing task

Unit 3: iDafas and Family Trees

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:

- Possessive pronouns and endings; iDafas and ownership; family terms; family structures

Essential Questions:

- How does one show ownership in English grammar? What are some of the ways to do this in Arabic? How many ways are there?
- What are the pronoun-specific endings that can attach to nouns? How do these work?
- What is an *iDafa*? How do these show ownership? How are they different from grammar in English? How might they be similar to grammar structures in other languages (like Spanish)?
- What are the appropriate terms to describe members of your family in Arabic? How do *iDafas* help clarify relations?
- Why does Arabic have different terms to show patrilineal and matrilineal family members? How does this relate to the region's history and culture?
- How are families structured now in the Middle East? What constitutes a "family?" Who gets included in this term?

Enduring Understandings:

- *iDafas* are a grammatical structure in Arabic that denotes ownership. Like in Spanish, the object owned is named first and the owner is named second. *iDafas* can be formed by linking two separate words together with a definite article or by combining a possessive pronoun ending with an indefinite noun. *iDafas* are used frequently in Arabic and can be employed to add context and specificity to simple sentences.

- Family values are a cornerstone of culture in the Middle East and spending time with members of your family (immediate and extended) is common. It's usual for extended family members to drop by and have tea or chat with one another unannounced, for example, and these familial connections help many people navigate relations at work, at school, abroad, etc. Being able to name, with specificity, one's relation to another person was an important part of pre-Islamic culture, when individuals relied on tribal lineages and connections for safety or support. This manner of extended genealogies continues to permeate contemporary culture as well and can be found in names people go by, the way individuals are addressed, and how people connect to one another.

<i>iDafa and Possessives</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.2 7.1.NH.A.7
● Students will discuss what they remember about the differences between possessives in English and Spanish. They'll note that many languages name the object before the owner and connect them with a grammatical device. The teacher will present a similar example of ownership in Arabic, highlighting the similarities between the two non-English languages. ● Students will take notes on a powerpoint focused on recognizing, reading, and formulating <i>iDafas</i> in Arabic. This will begin with two separate words (ex. <i>kitaab al-Talib</i> - "book of the student") and progress to include examples of possessive endings (<i>kitaabuha</i> - book of her).	<u>Tier 1 Resources/Materials:</u> ● <i>Al-Kitaab: Edition II</i>- Kristen Brustad
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.A.3 7.1.NM.B.5
● Students will complete the <i>tamareen</i> in Chapter III and create two-word <i>iDafas</i> based on the vocabulary provided. Students will complete exercises focused on possessive endings as well. ● Students will practice integrating <i>iDafas</i> into speech by creating short sentences about their pencils, phones, books, etc. and then summarizing the information of their classmates.	<u>Tier 2 Resources/Materials:</u> ● Vocabulary list

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.A.5 7.1.NH.A.8 7.1.NH.B.3
The teacher will collect small, but recognizable, objects from staff members in the school. These will all be items students will know how to name in Arabic. The teacher will provide sentence/question starters on the board for students to use when talking to each other or to him/her. Students are to go through the objects provided and use their knowledge of the teachers and their rooms to guess which object belongs to which teacher. The students will need to write down their answers in Arabic as both two-word and one word <i>iDafas</i>. Students can complete this individually or in small groups. The student or team to write down the most correct pairs wins. This activity can be done with objects in the room, buildings around the world, etc.	<u>Tier 3 Resources/Materials:</u> Items
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) on Daily conversation, Sight reading, <i>iDafas</i> ; Worksheets on <i>Dafa</i> construction, Guess Whose, <i>Tamareen</i> from Chapter III; quiz on iDafa	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing tasks

<i>Family Terms and Trees</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.4 7.1.IL.B.4
Students will review the terms and vocabulary provided in Chapter III related to family members. Students will add these to their glossaries and fill out a hypothetical family tree with the appropriate Arabic terms, paying particular attention to matrilineal and patrilineal relations.	<u>Tier 1 Resources/Materials:</u> http://dknlsndfglkfnglfsndksnglksn.blogspot.com/2012/06/arab-society-family-life.html http://family.jrank.org/pages/438/Egypt-Defining-Family-in-Egypt.html - Family life and terms in Egypt

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.B.2 7.1.IL.B.5
Students will complete short worksheet activities focused on family trees and relationships. Students will read over family trees and answer questions in Arabic about an individual's relationship with another person in their tree. Students will need to create simple as well as complex <i>iDafas</i> to appropriately answer the questions posed.	<u>Tier 2 Resources/Materials:</u> https://www.youtube.com/watch?v=WW7sn8IASQo - Family videos Egypt https://www.youtube.com/watch?v=CcSHmOYVR18 - Family members video https://www.youtube.com/watch?v=qtr84PaNxgE - Family member song
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.B.3 7.1.IL.C.2 7.1.NH.B.1
Students will be asked to create their own family tree or photo album. If students do not feel comfortable focusing on their own family, they are welcome to create an album or tree about a fictional or famous family instead. Students are to compile images and label them with the appropriate terms. Each individual will then be asked to present their tree or album using the correct family vocabulary and two/one word <i>iDafas</i>.	<u>Tier 3 Resources/Materials:</u> Family tree template
STUDENT WORK PRODUCTS/ ASSESSMENTS: Worksheets on Family trees, Quiz on family terms, Writing Assignment - family tree/photo album, project presenting family tree/photo album	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for research and writing

Unit 4: Conjugation and School Structure

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:

- Present tense verb conjugation; negation in the present and past; verbal sentences; school structures past and present; history of Islam; Qur'an

Essential Questions:

- What does it mean for a verb to be conjugated? What determines how a verb should change in the sentence? What do verbs need to match? How does this work in Arabic?
- How many tenses are there in the Arabic language?
- What makes the past tense grammatically different from the present? How is this formatted?
- How do you negate an action? Where does the negative term go in a sentence? Is there only one negative marker or are there many? When do you use certain ones?
- What is a verbal sentence? How does it differ from a nominal one? Do these exist in English?
- Where does the subject of a sentence go in a verbal sentence?
- How are schools set up in the Middle East? How long do students go to school? What subjects are offered?
- What were schools intended for historically? What kind of lessons were taught there? Why did they change?
- Why does Islam get taught in schools? What are the lessons about? What do students practice or learn?
- What is the Qur'an? How is it different from or similar to the Bible? Why is it important for Muslims to memorize it?
- What are the parts of the Qur'an called? How is the book broken up? How is it organized? Who wrote it?

Enduring Understandings:

- At the most basic level, Arabic consists of only two tenses - the present and the past. All other tenses stem from or are built off of these two conjugations. To conjugate verbs, letters are added on to either the beginning or the end of the root and vowelage is sometimes changed. Like in Spanish and other languages, the conjugation of the verb differs depending on who performs the action. Each pronoun pairs with a unique conjugation structure so that a reader or listener can infer the actor of the verb by reading or hearing the conjugated action itself.
- There are many ways to negate an action in Arabic and not all are interchangeable. There are different verbal negations for the past, present, and future as well as a generic negative marker that can be used for each of these. Other negative terms can be used only to describe what someone lacks or what is absent. Students will be introduced to these in time, but will focus primarily on verbal negations specific to the past and present tenses.
- In many countries across the MENA region, schools or *madrasas* were exclusively places of religious study. These were run by men who had memorized vast amounts of religious texts and doctrines and who helped young boys memorize them in turn. When Europeans began to colonize the region, they were appalled by the schools' lack of desk, chairs, chalkboards, etc. and began to overhaul the system in to match the European standards and methods. While many schools today continue to teach in this manner, religion remains an important part of the school day, with the memorization or learning of the Qur'an at the forefront of these classes.
- The Qur'an is the holy text for Muslims around the world. For those who practice Islam, the Qur'an is comprised of revelations given to the Prophet Muhammad, who in turn recited them for his followers. Many Muslims study to memorize the text in part or its entirety; those who can recite the complete text are highly regarded in religious communities and are often sought out for advice or guidance.

<i>Conjugation and Verbal Sentences</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.2
• Students will review the Arabic pronouns they've learned and been using throughout their time in class. They'll be listed on the board and provided for students in the form of a chart. Using the textbook as a guide, the class will complete the conjugation chart for a sample verb. Letters added to the root for conjugation and <i>harakat</i> will be written in a different color. Students will be given colored pencils or markers to recreate this on their own charts and notes.	<u>Tier 1 Resources/Materials:</u> • <i>Al-Kitaab: Edition II</i>- Kristen Brustad

Students will be presented with nominal sentences from earlier in the class and examples of how these can be reordered into verbal sentences	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.A.5
- Students will complete exercises in Chapter IV of their textbooks related to present tense verb conjugation. Students will practice conjugating verbs orally as well by forming short active sentences using both new and old vocabulary. - Students will play games of charades to reinforce their knowledge of action words and present tense verb conjugations. - Students will complete <i>tamareen</i> in Chapter IV focused on changing nominal sentences into verbal ones.	<u>Tier 2 Resources/Materials:</u> - Textbooks - Games
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.A.3
Students will split into small groups or pairs and randomly select a verb from a cup. Each group will be responsible for creating a poster or Google Slide chart depicting how the verb will conjugate to match each of the pronouns practiced in class. Students will need to color code their project to ensure that students viewing their work will be able to recognize the additional conjugation letters. Groups will present their posters/slides to the rest of the class. Each student is then responsible for using a conjugated form of each verb in a sentence and submitting these. Some of these sentences must be verbal ones	<u>Tier 3 Resources/Materials:</u> - Verb list/cup - Google Slides - Poster material
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) on Verb conjugations, Worksheets on <i>tamareen</i> from Chapter IV and Verb conjugations and verbal sentences, quiz on verb conjugation	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for presentations

<i>Negation Terms</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.B.2
Students will take notes on terms of negation in Arabic. Basic phrases of these should be familiar from conversations and directions in class. Students will pay particular attention to the way <i>la</i>, <i>lam</i>, and <i>lan</i> can be paired with present tense conjugations to denote a variation in tense. The class will review colloquial methods for negating phrases and how these can be used with verbs.	<u>Tier 1 Resources/Materials:</u> Terms list
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.B.5
- Students will complete <i>tamareen</i> from Chapter IV about negating sentences. Students will practice employing negatives by engaging in short question and answer sessions during class and translating sentences orally and on paper. - Students will play a game based on yes or no questions. The teacher or student will provide the guessers with a few clues to help them get started. Guessers will then ask questions (in Arabic) to try and determine who the person is. The one providing the answers will use as many forms of negation as possible to provide clear answers.	<u>Tier 2 Resources/Materials:</u> - Textbook - Game directions
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.A.4 7.1.IL.B.3 7.1.IL.B.4
Students will pair up and conduct short interviews of one another in the target language. Most of the interview questions will be yes or no queries. Students are to write their answers down in Arabic as notes and then draft up a short summary of	<u>Tier 3 Resources/Materials:</u> Writing task

what they learned of their partner. They are not to use their classmate's name. The descriptions will then be mixed up and passed back to the students. If the student can determine who is being described right away, they can take a guess; otherwise, students are to search the classroom and ask around until they find the matching individual.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) on Negation and interview questions, Worksheet on negations, quiz on negations, Classmate interview project, interview summary writing assignment	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing and questioning

<i>Islamic Roots and the Qur'an</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 6.2.8.D.3.d 7.1.NH.B.3
- Students will create a KWL chart on the board and generate a list of things they know or think they know about Islam, Muslims, etc. Students will create a glossary of important terms and names relevant to the history related to the religion. The class will watch a short video about normal school days in Egypt and what <i>madrasa</i> classes can look like. - Students will work independently on a short webquest focused on the beginning of Islam, its core tenets, and the Qur'an.	<u>Tier 1 Resources/Materials:</u> www.quran.com https://www.youtube.com/watch?v=MLCgTIPnyGc - Ya ana ya mafeesh - KWL - Islam webquest
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.2.8.D.3.e 6.2.8.D.4.g
Students will be asked to analyze what the benefits of teaching a religion may be in school and what the drawbacks to this might be. Students should consider topics like interpretation, teaching style, and audience when discussing these.	<u>Tier 2 Resources/Materials:</u> Qur'an

Students will randomly select one <i>ayah</i> or verse from the Qur'an and will be responsible for memorizing it. While doing so, students should do their best to put the phrase into their own words. Students can use quran.com to help with pronunciation, rhythm, and interpretation.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.B.5 7.1.NH.A.7 7.1.NH.A.8
Students will be asked to present/recite their short <i>ayah</i> from the Qur'an and provide their interpretative translation. In addition to this, students will be asked to write a short reflection on the excerpt, their interpretation, and what the process of memorizing the phrase was like. Students should discuss tactics they used to learn it and any difficulties they faced.	<u>Tier 3 Resources/Materials:</u> Qur'an
STUDENT WORK PRODUCTS/ ASSESSMENTS: Ayah memorization reflection writing assignment, Islam webquest	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for research, writing, and other tasks

Unit 5: Cities and Weather

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: 6.2.12.A.6.b , 6.2.12.A.4.c, 6.2.12.A.6.d

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Weather terminology; Feelings; Adverbs and adjectives; “to like,” “to prefer;” Expressing opinions; Capitals of the Middle East

Essential Questions:

- What is the weather like in the Middle East? Do all MENA countries have the same kinds of weather? Is there snow in the Middle East?
- What kind of landscapes can you find in the Middle East? Are all regions desertous?
- How do you express feelings in Arabic? What is the grammatical structure? How does this imply something different about feelings than English grammar (“I feel” vs “I am”)?
- What is an adverb? What grammatical markers are used to show when adjectives are used as adverbs?
- How do you show preference in Arabic? How is this different than liking something?
- What are the major cities of the Middle East? How would you describe them? Are the capital cities large? Overpopulated? Modern? Would you want to live there or visit?
- What aspects of a city or place would you want to keep in mind when planning to move? Which Middle Eastern capital would you prefer? Why?
- What do capitals represent? Why might capitals be important to citizens? What would happen if you didn’t have one? How might you feel?
- Why is Jerusalem so important to Palestinians? Why were they upset when it was officially recognized as Israel’s capital?

Enduring Understandings:

- Although the Middle East is often imagined as a hot and desertous landscape, the MENA region is a diverse geographical stretch of land that ranges from arid deserts to lush cedar forests. While some areas are home to frosty mountaintops others offer wide expanses of green fields and others yet boast coastal breezes. Recognizing the ecological diversity of this region can help students make sense of the cultural variations and traditions that have arisen from each new place.
- Cities in the Middle East (like many around the world) straddle the line between history and modernity. New skyscrapers can stand next to houses or mosques that have seen almost a millennia go by. In these places, the “old world” of marketplaces and traditional craftsmanship live side by side with modern economics and global business. Capitals in the MENA region are diverse, complex, and captivating to those who live there or visit. However, issues like overpopulation, homelessness, poverty, and pollution wreak havoc on the cities and can detract from them.

<i>Adverbs and Adjectives</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.2
● Students will review what they know of noun-adjective formulations. Students will practice describing things in the classroom and will review the ways definite markers connect adjectives to specific nouns. ● Students will define “adverbs” and look at some of the ways these are used in English. The class will pay particular attention to adverbs that do NOT end in -ly (like “always,” “well,” “never,” “sometimes” etc). The students will take notes on adverb usage, placement, and structure in Arabic.	<u>Tier 1 Resources/Materials:</u> ● <i>Al-Kitaab: Edition II</i>- Kristen Brustad
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.A.3
● Students will complete <i>tamareen</i> from Chapter V on adverb translation and adding adjectives to sentences. Students will interview one another using questions focused on adverb like “always,” “often,” and “never.”	<u>Tier 2 Resources/Materials:</u> ● Textbook

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.A.4 7.1.IL.A.5
Students will write a short letter describing their routines before or after school. They'll describe things they or their family always, sometimes, or never do (ex: "My family never watches TV in the morning"). These will be submitted to the teacher for editing. The students will receive their rough draft and will be responsible for correcting any mistakes.	Tier 3 Resources/Materials: Letter template
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) on Vocabulary, Classroom conversations, Use of adverbs. Daily writing paragraph	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing tasks, assignments

<i>Weather and Cities</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.B.2
- Students will watch a short weather forecast in English. Students will write down a list of words they think they would need in order to describe the weather. Students will be advised to keep in mind directional terms as well as meteorological ones. The class will work together to add these to their glossaries and review. - Students will be responsible for making weather cards for the class to use each day. Students will be assigned terms like "cloudy," "sunny," "rainy," etc. and will create a visual vocabulary card to display the term and its meaning. These will be laminated and used from then on to help describe the weather outside.	Tier 1 Resources/Materials: - Weather forecast - Index cards
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.B.3 7.1.IL.B.4

- As a class, the students will watch an authentic Arabic weather forecast. This will be played once at full speed to help students hear the flow of Arabic speech and then played again slowed down so students can recognize familiar vocabulary. Students will be given a list of weather vocabulary prior to watching and will be responsible for circling any terms they see or hear in the video. - Students will complete <i>tamareen</i> from Chapter V that focus on weather terms and will add any new or important verbs to their glossaries. - Students will be asked to volunteer each day to describe the weather outside.	<u>Tier 2 Resources/Materials:</u> https://www.youtube.com/watch?v=IV258gwYUGE- Weather forecast Arabic https://www.youtube.com/watch?v=IaLJdILFK2M - Forecast NYC
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.B.5 7.1.IL.C.2
Students will split into groups of three or four and randomly select an American city. They are to research the upcoming weather for that location, including temperatures, storms, etc. Students will draft up a short script for a weather segment and submit this for editing. Once corrected, students will be given time to film their segment using their iPhones. The class will then edit their videos and learn how to add sound and backgrounds to their films to help produce a finished weather segment.	<u>Tier 3 Resources/Materials:</u> Weather Report online
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral assessment on weather description, quiz on weather terms, weather forecast writing assignment, weather forecast video	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for weather research and writing

<i>Middle Eastern Capitals</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 6.2.12.A.6.c

- Students will listen to and watch the Chapter V video in which Maha describes New York City and explains whether she likes it or not. Students will pay close attention to the way she talks about the city and the aspects of the city she focuses on. - Students will discuss what they expect Arab capital cities to look like or feel like (in terms of weather). Students will then split into pairs and select a MENA region capital at random. The pair will be responsible for researching the city with specific focus on weather, climate, population, architecture, etc. - Students will read an article about Palestine, Israel, and the US's recognition of Jerusalem as Israel's capital. Students will hypothesize why this was so important a moment for Palestinians and why there was backlash following President Trump's announcement. The class will watch the film <i>The Time that Remains</i>.	<u>Tier 1 Resources/Materials:</u> http://istizada.com/mena-region/ https://www.theguardian.com/us-news/2017/dec/06/donald-trump-us-jerusalem-israel-capital - Jerusalem capital article
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.2.12.A.6.b 6.2.12.A.6.d 7.1.NM.B.5
- Students will be asked to write down a third person summary of Maha's feelings about New York City. They'll practice using the "in her opinion," construct as well as the negation terms they learned in Chapter IV. - Students will begin to compare some of their research with the American capital, Washington D.C. Students will discuss how the capital they're focusing on for their project may be alike or different from that of the U.S. - Students will discuss how the film <i>The Time that Remains</i> helps provide historical background for the topic of Jerusalem as Israel's capital. Students will be asked to discuss the events	<u>Tier 2 Resources/Materials:</u> <i>The Time that Remains</i> - Elia Suleiman

from the movie in relation to recent protests and events linked to Jerusalem's new status.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.A.7 7.1.NH.A.8I 7.1.NH.B.3
Students will create a travel document for the city to which they've been assigned. Each group will provide images of the city as well as descriptions of the temperature, climate, and population of the city. The information provided by students will be written in the target language. These will be compiled into one document to be shared between all the students who will get to peruse the data on each city. Students will then select which city, from these capitals, they would prefer to visit. Students will write up a paragraph naming their choice and explaining why they preferred this city over the others.	<u>Tier 3 Resources/Materials:</u> Travel document template/directions
STUDENT WORK PRODUCTS/ ASSESSMENTS: Project on Capital travel document	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing and research tasks

Unit 6: Why? Because..

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:

- Why/Because constructs; Days of the week; “*min al-...*” constructs; *maSdar*; ordering food; traditional recipes and meals

Essential Questions:

- What are the days of the week in Arabic? How are they named and organized? What is considered the “start” of the week? When is the weekend?
- How does Islam and religious observances cause the work week in the MENA region to differ from the one in the US?
- What does the average person’s weekly routine look like in the MENA region?
- What are the two ways to express “because” in Arabic? Are they interchangeable? Why or why not?
- How do you express that “it is important/impossible/difficult/necessary/etc...” in Arabic? What does this construct require grammatically?
- What is a *maSdar*? Do these exist in English? How are they made? What purpose do they serve in Arabic grammar? When should they be used?
- What is proper restaurant etiquette in the Middle East? How do you order food? What phrases are useful for asking about meals? Are you expected to tip?
- What kind of options are available to diners? Is dining out a popular thing to do? If so, what kind of food is typically served?

Enduring Understandings:

- The work week in many Arabic speaking countries is different from the one we recognize in the United States. This is due, in part, to the fact that the holy day for Muslims falls on Friday. Each Friday, practicing Muslims attend a service at the mosque where an exposition by the *imam* or religious leader is given. Christians may recognize this as similar to Sunday mass at church. Because of this, the work week in many Arab countries begins on Sunday and extends through Thursday. Friday and Saturday are thus considered the weekend.
- In Arabic, the term *maSdar* is used to refer to the nouns related to a verb or the verb's infinitive form. It can be translated into English as a gerund or infinitive and can imply the abstract concept of the action in question. *maSdars* are formed in different ways, depending on the kind of verb being used; the *maSdars* of some verb forms follow regular patterns, while others need to be memorized.
- While restaurants exist all throughout the MENA region, sit-down dining like that is often reserved for the social elite or foreigners. Many locals prefer to eat quick street food served on the go or homemade meals made by family members. When ordering street food (like shawarma, falafel, or any number of traveling options), there are certain phrases to employ. Middle Eastern foods are delicious and knowing how to get a hold of them is vital.

<i>Days of the Week and Schedules</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.2
• Students will practice reading and pronouncing the days of the week in Arabic. Students will highlight the root terms that can be found in each name - specifically the numerical roots that can help keep the days in order. • Students will add terms like “today,” “yesterday,” “tomorrow,” to their glossaries as well as times of day like “morning,” “afternoon,” and “night.”	<u>Tier 1 Resources/Materials:</u> • <i>Al-Kitaab: Edition II</i>- Kristen Brustad
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.A.3 7.1.IL.A.5
• Students will practice employing the days of the week daily by introducing the day when they describe the current weather. Students will also practice short conversations in which they describe what they plan to do on different days. Students will	<u>Tier 2 Resources/Materials:</u> • Video • Google Sheets

begin to integrate future markers for any activities that will occur later in the week. Students will watch a video of an Arabic student describing his college schedule. Students will listen and map out the classes he lists and the days he visits the campus. Students will answer short comprehension questions about this information. Students will practice reading weekly schedules as well by accessing one created on Google Sheets. Students will read the information listed therein and answer questions about the person's weekly activities.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.A.4
Students will create their own weekly schedule using Google Sheets. Students will label their calendar with the appropriate Arabic terms and will include a list of times along the side margin. Students will block out the times they are busy with school or afterschool clubs/activities and label them in Arabic. Students will share these with one other student in the class. The second student will read over their partner's schedule and answer comprehension questions about it.	<u>Tier 3 Resources/Materials:</u> Weekly Schedule template
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral assessment on vocabulary, Worksheet on <i>tamareen</i> fromm Chapter VI and weekly schedules, quiz on weekly schedules, Weekly schedule writing questionnaire and project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Assignments online

Why? Because..	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.B.2

- Students will review the information provided in Chapter VI relevant to the topic of <i>maSdars</i>. The class will take notes on these and pay attention to how it can be used and when a regular conjugated verb should be employed instead. - Students will also follow along with a powerpoint and take notes on the ways to express the idea “because...” Students will learn how to use these as a response to the question “why” as well as additional information to follow the construct “<i>min al-</i>”, which is an expression that can be used to describe an action.	<u>Tier 1 Resources/Materials:</u> - Textbook - PowerPoint
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5
- Students will complete the <i>tamareen</i> from Chapter VI that relate to the different forms of “because.” They are to pay special attention to the way one form precedes a second full clause and the other requires only one term. - Students will interview one another about the topics he/she likes, using <i>maSdars</i> to express each activity. Students will be expected to explain why they do or do not like the activity by using each of the expressions of “because.” - The students will watch either the video of Solomon’s Ant or the video of the Big Bad Wolf and answer “why/because” questions about what they saw. Students will be expected to listen closely and reuse phrases or vocabulary they learn during the video.	<u>Tier 2 Resources/Materials:</u> https://www.youtube.com/watch?v=fPPE49RYh2E&index=30&list=PLG7hgjybLl7rzH2ClknLpzbPHR5yLWC32 - Solomon’s Ant (part 1) https://www.youtube.com/watch?v=VGUEqx-tNok - Big Bad Wolf
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.C.2 7.1.IL.C.3

Students will be asked to write or rewrite either a version of the story we watched in class or another fairy tale they're familiar with. Students are to employ the transitions and "why/because" vocabulary learned from this chapter. The short stories are to be handed in as rough drafts and then corrected based on the edits they receive.	<u>Tier 3 Resources/Materials:</u> Fairy Tales
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral assessment on Why? Because..., Quiz on Why/because sentences, Fairy Tale rewrite	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing tasks

<i>Dining Culture</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.C.5
- Students will review the vocabulary provided for them in the Culture section of Chapter VI. They'll watch a short video in which a woman visits a restaurant and orders a variety of meals. Students will copy down important phrases into their glossary and practice their pronunciation. - Students will also watch some short videos on street food culture in Arab countries and discuss how this kind of dining culture is different from those in the US.	<u>Tier 1 Resources/Materials:</u> https://www.youtube.com/watch?v=Khss-u_yqcM - Ordering Food
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5 7.1.NH.A.7
Students will complete <i>tamareen</i> from Chapter VI in which they read over an Arabic menu and answer questions about the restaurant, what it serves, and when it is open. The class will read through the Lebanese menu in the textbook and discuss the types of food offered and pricing.	<u>Tier 2 Resources/Materials:</u> https://www.ottsworld.com/blogs/the-food-of-lebanon/

The class will read through and practice acting out a short restaurant skit in Arabic. Students will highlight “colloquial” phrases and will put these in their glossary alongside the appropriate MSA expression.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.A.8 7.1.NH.B.3
- Students will create their own restaurant skit modeled after the one we read and acted out in class. Students should work in groups of three or four with at least one student acting as the waiter or shop owner. Students can choose to set their skit in either a sit-down restaurant or a street-food shop front. Students will be expected to ask questions, order their food, and ask for the bill using both MSA and colloquial phrases. - If possible, the class will take a field trip to a local Lebanese restaurant. There, the students will be able to practice their Arabic and sample authentic Arab cuisine. After sampling the traditional foods, students will be expected to write a review of the restaurant and its food in Arabic.	<u>Tier 3 Resources/Materials:</u> - Restaurant information - Field trip location
STUDENT WORK PRODUCTS/ ASSESSMENTS: maSdars quiz, restaurant skit	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for research and writing

Unit 7:
Past Test (I), Possession, and Purchases

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:

- ‘*and* and ownership; Non-verbal negation; Conjugation in the past tense with *kana*; Shopping vocabulary and phrases; Haggling culture

Essential Questions:

- How do imply ownership in Arabic? What methods are possible? Which are more formal and which are colloquial? When is it grammatically appropriate to use one over the other?
- How does the term ‘*and* connect with pronoun endings? What is its grammatical function in a sentence? How does it affect the subject/predicate relationship?
- What terms of negation should you employ when talking about ownership? Can you use the ones discussed in previous chapters or are others required?
- What does the verb *kana* mean? How does this work with what we’ve learned about Arabic lacking a “to be” verb in the present?
- How is *kana* employed to describe things in the past tense? What do the verbs around it need to look like?
- What is “the dual?” Do we have something like this in English? How can you recognize when something is in the dual form?
- How does one discuss price in Arabic? What vocabulary or phrases should be used?
- What is shopping culture like in the US? How often do we go shopping? What sorts of things do you think Americans buy? Is shopping culture different (generally) in the Middle East?
- What currencies are used in the Middle East? What is an “exchange rate?” How much are these currencies worth compared to American dollars?

Enduring Understandings:

- Ownership can be explained in a number of ways in Arabic. Simple prepositional phrases can tell a listener or reader that an object is “with” someone or “of” that person. Other phrases can imply ownership but literally mean that an object is “in the place of” an individual. While the use of these phrases is usually interchangeable, there are some rules that require one term over another, and each of these has a unique effect on the words/clauses that follow. Distinguishing between them will help see how sentences are pieced together.
- Although students are taught that Arabic lacks a verb meaning “to be,” that is essentially what *kana* means. It is hardly used in the present tense, however, and most often assists other verbs to imply the future or past tense. This verb is what helps others create more complex and specific tenses like the future perfect (“I will have read”) or the past continuous (“I was reading”), among others.
- Grammatical numbers, like “the dual” in Arabic, were much more common in languages ages ago; however, most uses of these terms have faded with time. With the exception of a few remnants in English and other common languages, Arabic is the most prominent world language that features the regular use of the dual as a grammatical necessity. Special endings for nouns and verbs imply to readers or listeners that there are two subjects or actors. This is a different ending than the one given to groups of three or more.
- Currencies in the Middle East vary widely in name and value. Some of these are remnants from the Ottoman Empire, some are carry-overs from European colonialism, and others still predate these both. Understanding how foreign currency is valued in relation to American dollars helps when planning travel and when mapping out current global economics. Using this knowledge to personal advantage can help navigate purchases in the Middle East and inform shoppers of good deals as well as opportunities for haggling.

<i>Possession, Predicates, and the Dual</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.1 7.1.IL.A.2
● Students will review the notes and lessons provided for them in Chapter VII of their textbook. They’ll also follow along and take notes on a powerpoint in which possessive phrases like ‘<i>and</i>, <i>li</i>, <i>ma</i>’, and <i>bi</i> are differentiated and modeled. Students will pay specific attention to the ways that formal Arabic and colloquial Arabic differ in regards to the uses of these phrases. ● Students will nominal sentences as well as verbal ones and recall where the subjects and predicates can be found in each of these. Students will then take notes on how some of these	<u>Tier 1 Resources/Materials:</u> ● <i>Al-Kitaab: Edition II</i>- Kristen Brustad

possessive phrases can be used to front predicates or hide a sentence's subject. Students will learn about Arabic's "dual" form for pronouns, verbs, and nouns. Students will take notes on the new grammatical ending and how to recognize it in text and speech.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.A.3
- Students will complete <i>tamareen</i> related to these topics from Chapter VII of the textbook. - Students will read a short story called "The Thief Who was Robbed" together in class. The students will annotate the story as they go and mark down any new words they learn. Students will be responsible for mapping the subjects and predicates of each sentence by color coding and underlining the terms. Students will also be asked to circle any dual endings they find throughout the text.	<u>Tier 2 Resources/Materials:</u> "The Thief who was Robbed," <i>Arabic Stories for Language Learners</i>
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.A.4
After reading the text, students will be responsible for writing a short summary of what they read. The summary should focus on what the thieves possessed at both the start and end of the story. Students will need to employ various forms of possession to share the progress of the story.	<u>Tier 3 Resources/Materials:</u> Summary directions
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessment on vocabulary use and sight reading, worksheets on <i>tamareen</i> from Chapter VII and Present/Past tense	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for video, reading, and writing tasks
Kana and the Past Tense	RELEVANT RESOURCES/MATERIALS/CPIs

Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.B.5
Students will follow along with a powerpoint and take notes on the verb <i>kana</i> and how it conjugates. Students will pay attention to how it operates in sentences that imply possession in the past as well as how it can be used to talk about actions that have already occurred.	<u>Tier 1 Resources/Materials:</u> Powerpoint
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.A.7 7.1.NH.A.8
- Students will complete <i>tamareen</i> on this topic from Chapter VII of the textbook. - Students will practice reading sentences in the regular present tense and transitioning them to the past tense using <i>kana</i>.	<u>Tier 2 Resources/Materials:</u> Sentences
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs:
	<u>Tier 3 Resources/Materials:</u>
STUDENT WORK PRODUCTS/ ASSESSMENTS: Quiz on possessive terminology and <i>kana</i>	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing tasks

<i>Price and Purchases</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 6.2.12.C.6.c 7.1.IL.C.5

- Students will watch the the videos of haggling and buying in Middle Eastern markets. Students will note how haggling is ubiquitous - even down to hiring a taxi. Students will also read an article on proper haggling etiquette in Egypt before taking notes on useful haggling phrases. Students will keep note of the things they see being sold in the markets and will research other items sold in markets like Khan al-Khalili. - Students will fill out a map of the MENA region by writing down the type of currency used and its value in relation to the American dollar. Students will use a currency estimating tool online to find the appropriate equivalence.	<u>Tier 1 Resources/Materials:</u> https://www.youtube.com/watch?v=O5xXz1Xkmjc - Haggling Comedy sketch https://www.youtube.com/watch?v=24hbM1aDFFo - Haggling for a Taxi https://www.youtube.com/watch?v=K1XfOJIXSZg - Haggling in Arabic https://www.youtube.com/watch?v=PWvwQhLRSz0 - Haggling phrases
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5 7.1.NH.A.8
- Students will read and act out some of the purchasing skits from <i>Bayn Yedayk</i> (pages 191-193). Students will add new terms to their glossaries as they read. - Students will discuss the types of values they found while researching the different currencies. Students will compare the monies and determine which countries would be cheapest for Americans to visit. The class will hypothesize why some countries have more valuable currencies than others.	<u>Tier 2 Resources/Materials:</u> - Skits from <i>Bayn Yedayk</i> https://www.fluentin3months.com/negotiation-tactics/ - How to Haggle
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.C.2 7.1.NH.B.3
Students will split into pairs or groups of three and create their own shopping skits. One student will be responsible for selling a good while the other(s) is to act as the purchaser. Students will be expected to haggle on the price and use some of the colloquial phrases we've learned through the lesson. Students will write in some of the haggling steps they highlighted in	<u>Tier 3 Resources/Materials:</u> Phrases

their reading and should attempt to incorporate authentic gestures and tactics in their act.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Skit reading oral assessment, Skit writing rough draft, Skit performance project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for assignments in class

Unit 8: Past Tense (II) and Verb Forms

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:

- Conjugating verbs in the past tense; Negating the past tense; Identifying roots; Learning verb forms; Manipulating verbs; Numbers 11-100; Dictionary for reading

Essential Questions:

- How do verbs change in the past tense? What are the pronoun markers associated with each subject? How does this form of the past tense work with *kana*?
- How do you negate the past tense? What methods can you use? Which are more formal and which are colloquial?
- What is a “root system?” How do root words work in Arabic? How can finding root letters help you craft new words?
- What are the *awzaan*? What does a “verb form” mean? How many are there in Arabic? How do different forms affect the base meaning of a verb?
- How can understanding the verb forms help you play with words? How does it allow for new words to be made? How can they help you translate unfamiliar ones?
- How can verbs and their roots be manipulated into different types of words (nouns, adjectives, etc.) using the form system?
- How does knowledge of roots help you use a traditional dictionary? How can this aid you in reading?
- What are some themes commonly found in Arabic literature or poetry? What does this help share about Arab culture? In what ways are these ideals to be taken with a grain of salt? What can the study of literature help us do more generally?

Enduring Understandings:

- Semitic languages, like Arabic, are known for their “nonconcatenative morphology” - or the fact that their roots are made of individual consonants rather than words (like in Latin). This allows for a plethora of word play by incorporating new vowelings or extra letters to form new but related concepts. Learning the patterns for these changes allows students to turn one three letter root into almost fifty related words.
- There are ten *awzaan* or verb forms in Arabic. Each of the ten forms is made by manipulating the vowelings of a basic root verb. These formulaic changes have specific effects on the emphasis or meaning of the verb. For example, a Form I verb could mean eat while a Form X of the same verb could mean to serve oneself food. By recognizing these patterns, students can infer the meaning of unfamiliar terms and improve their reading or listening skills.
- Literature is often much more than a product for entertainment. The literary products of a group or society can reveal what people value, fear, long for, or believe. Short stories and poetry from Arabic writers reveals a rich history that often goes unnoticed by English speakers and readers. Delving into stories and poems by Arab writers can help readers understand a person, group, or culture more intimately than a news story.

<i>The Past Tense</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.2
• Students will review the notes in Chapter VIII related to conjugating verbs in the past tense. Students will recall the verb conjugations for <i>kana</i> from the previous chapter and apply that to other verbs as well. Students will follow along with a class powerpoint and take notes on how verbs change to imply action in the past and what terms are required to negate these actions as well.	<u>Tier 1 Resources/Materials:</u> • <i>Al-Kitaab: Edition II</i>- Kristen Brustad
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.IL.A.3
• Students will complete the related <i>tamareen</i> from Chapter VIII and will complete worksheets focused on translating actions into the past tense. Students will also engage in short	<u>Tier 2 Resources/Materials:</u> • Textbook • Short story

conversations each class in which they describe the things they did the day before after school. Students will read a short story together from the class' collection and will annotate with a focus on verbs in the past tense.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.A.4
Students will select a verb from the textbook glossary or from the glossary they have kept throughout the year. They will be responsible for creating a poster of the verb in which they'll provide the verb in the past tense, in the present tense, and as a <i>maSdar</i>. If they already know the Form of the verb, they can provide that on the poster as well. Students should provide the verb used in a sentence and should include an image of the action as a form of definition. If students have already learned about Verb Forms, they are to provide an example of the root in a different verb form with its meaning in English.	<u>Tier 3 Resources/Materials:</u> Textbook
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessment on Past Tense verbs, root system worksheets, past tense verb quiz	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for assignments and writing

Verb Forms (<i>awzaan</i>)	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.2
Students will receive a chart that discusses what the <i>awzaan</i> are and how a root can be manipulated to take on different forms. The class will copy down the effects the form changes have on the meaning of the original root.	<u>Tier 1 Resources/Materials:</u> http://istizada.com/arabic-ten-verb-forms-interactive-sound-chart/ - Verb Forms Pronunciation https://arabic.desert-sky.net/g_vforms.html - Complete <i>awzaan</i> chart with <i>maSdar</i>

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5
Students will complete the related <i>tamareen</i> from Chapter VIII. Students will also complete short worksheets in which they will try to name the form of different verbs. Knowing the form and the meaning of the root verb, students will be encouraged to guess the meaning of the new terms.	<u>Tier 2 Resources/Materials:</u> Textbook
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.C.5
Students will select a verb at random from a pre-prepared pile. Each student will be responsible for filling out a Google Sheet on their verb (a skeleton form will be provided for them to aid in organization). Students will use ejtaal.net to look up the meaning of their root word in the dictionary. They are then to look up the definition for the verb as it transitions through the various forms. Not all verbs will appear in all ten forms. Students are to fill their chart out with the Arabic script for each verb, the transliterated pronunciation (for attention to vowels), and the meaning of each in English. These will be compiled and shared with each student.	<u>Tier 3 Resources/Materials:</u> Google Sheet
STUDENT WORK PRODUCTS/ ASSESSMENTS: <i>Tamareen</i> Chapter 4 VIII worksheet, verb poster, <i>awzaan</i> Chart	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for assignments in class

<i>Arab Literature and Poetry</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.IL.A.1

- Students will discuss some of the themes and ideals they associate with Arab/MENA countries after having studied Arabic for the year. Students will support their discussion with specific videos, texts, stories, music, etc. - The class will discuss the role of story-telling and how it has emerged in various ways throughout the lessons we've covered so far. - The class will watch the film <i>Captain Abu Raed</i> and complete a set of comprehension questions about the film in Arabic. - Students will be provided a selection of Arab poetry and short stories. Each student is to select one for their final project.	<u>Tier 1 Resources/Materials:</u> <i>Divine Love</i> - William Chittick <i>Arabian Love Poems</i> - Nizar Qabbani <i>Arabic Stories for Language Learners</i>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.A.7 7.1.NH.A.8
Students will read their unique selection, annotate the text, and provide their own translation (with the help of available English translations). Students will annotate for past tense verbs, present tense verbs, negation phrases, possessive endings or phrases; shared roots, etc. They will create a glossary as they read with the intention of helping future student readers - these translations should come from reputable dictionaries and not simply the English translation provided with the text.	<u>Tier 2 Resources/Materials:</u> Dictionaries
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.IL.C.2 7.1.NH.B.3

● Students will write a short response to the piece they selected in which they focus specifically on the lesson taught through the story or to the ideals represented in the poem. Students should use specific examples from the text, in addition to any previous texts we've encountered to explain why this theme is valuable to the study of Arabic. Students should try to tie this into the movie <i>Captain Abu Raed</i>. ● Students will take part in a symposium during which they will either read their short story to the class or read/recite their selected poem. This will allow others to engage with the text and will give students an opportunity to show off their reading and pronunciation skills. This will be considered a significant portion of the final exam.	<u>Tier 3 Resources/Materials:</u> ● Movie ● Poem
STUDENT WORK PRODUCTS/ ASSESSMENTS: Comprehension questions worksheet for <i>Captain Abu Raed</i>, Literature exposure and annotations, Literature symposium project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for assignments

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	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,	<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.	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. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.

Substituting written texts with project based learning 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	use of visual aids and other comprehension strategies. • Simplifying Language for Presentation by using speech that is 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	Student may request books on tape / CD / digital media, as available and Varied Lexile levels of reading • 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	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 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.
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Jigsaw Activities: http://www.adlit.org/strategies/22371/	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 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	Teachers will check/sign student agenda daily Modifications for Homework and Assignments 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	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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	knowledge and make study of the social studies more meaningful. Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) 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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