

**Arabic Curriculum for Level 3
Hurst-Euless-Bedford I SD
Written by Tamara Haddad
2014**

**Scope and Sequence
Grade Level: 10th**

Unit 4: Biographies - سِيرَ ذَاتِيَّة

Focus Questions:

1. Who are major Arab authors (contemporary and historical)?
2. What are some of their works?
3. What movements do they represent?
4. What is the importance of poetry and prose in Arab societies?
5. What is the status of Arabic literature compared to literature worldwide?

Can Do:

- Inform others about the life of a famous person
- Compare the life history of a family member through an interview
- Write a biography of a family member
- Read and understand a variety of biographies of Arab personalities
- Recognize the biography genre using its features
- Gain an understanding about many different people and their contributions or accomplishments
- Understand and use the writing process

- Identify and understand ways biographies are researched and written
- Research the lives of famous Arabs in history
- Ask and respond to questions related to the topic
- Apply new vocabulary words to talk about the lives of others
- Read and write key words and use them in meaningful sentences to form paragraphs describing the lives of others
- Role play the lives of famous historical Arab figures
- Conduct interviews with peers role-playing famous personalities

Subunit 1 (15 days)	Famous Personalities
Subunit 2 (15 days)	Biography of a Famous Arab Personality
Subunit 3 (15 days)	Famous Historical Figures

Cultural

Subunit 1: Famous Arab Writers and Poets

Subunit 2: The Life and Legacy of Khalil Gibran

Subunit 3: Biography of Ghada Al-Samman, writer, journalist, and novelist

Vocabulary

Biography	سيرة	Novel	رواية	Immigrated	هاجر
Famous	مشهور	Poem	قصيدة	Legacy	تراث
Personality	شخصية	Considered	نظرت	Journalist	صحافي
Life	حياة	Belong	تتنمي	Perspective	منظور
Author	الكاتب	Was influenced	وقد تأثر	Died	توفي
Poet	شاعر	Style	أسلوب	Received	حصل تلقى
Movement	حركة	Theater	مسرح	Nobel Prize	جائزة نوبل
Contemporary	معاصر	Works	أعمال	Joined	التحق ب انضم
Historical	تاريخي	Literary	أدبي	Born	ولد
Major	رئيسي	Attribute	السمة	Lived	عاش
Literature	أدب	Achievement	إنجاز	Grew up	نشأ

Worldwide	في جميع أنحاء العالم	Impact	تأثير	Wrote	كتب
society	مجتمع	Accomplishment	إنجاز	story	قصة
Novelist	الروائي	Conflict	صراع	nationality	جنسية

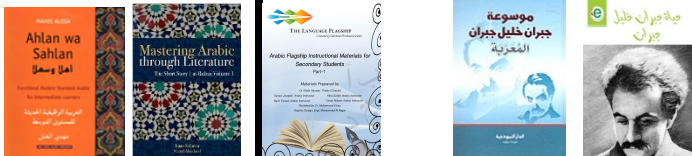
Grammar/ Writing Conventions

1. The Idaafa, The Simple Idaafa
2. Demonstrative Pronouns,
3. Sentence جملته المبتدأ والخبر
4. Interrogative Particles,
5. The Different Forms of ليس
6. Verb-Subject Agreement,
7. Transitive Verbs
8. Object Pronouns,
9. The word ما,
10. كان & her Sisters,
11. The Perfect Particle قد
12. The Relative Pronouns ضمائر الوصل
13. The Emphasis غير ، التوكيد

Teacher Resources:

Ahlan Wa Sahlan: Functional MSA Arabic For Intermediate Learners, by Mahdi Alesh; Oxford Picture Dictionary ; Mastering Arabic through Literature by Iman A. Soliman & Saeed Alwakeel; Michigan Flagship Arabic Program Curriculum

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Teacher developed materials (PPTs, worksheets, texts, assessment, recordings); authentic materials; Technology: Sony Lab, Whiteboard, ipods, ipads

Online Resources:

- <http://al-hakawati.net/arabic/index.asp> (Alhakawati)
- <http://forum.tawwat.com/showthread.php?t=9159> (Life of Gibran Khalil Gibran)
- <http://www.yabeyrouth.com/pages/index1110.htm> (works of Gibran)
- <https://sites.google.com/site/arabauthors/> (most famous Arab authors)
- <http://albustanseeds.org/> (Albustanl – life and legacy of Um Kalthoum)
- <http://www.youtube.com/watch?v=7d2p6jxKI8U> (most famous Arab poets- contemporary)
- <http://www.youtube.com/watch?v=F7mp8IW07GA> (Hicham Aljakh)
- <http://www.biography.com/bio4kids/index.jsp> (Biography channel for kids)
- <http://www.laits.utexas.edu/aswaat/> (Aswaat Arabiya)

Learning Activities

- Students will read biographies and use graphic organizers to identify important facts about each of the people.
- Compare and contrast the people read about in the biographies.
- Draw conclusions about qualities of character based on facts.
- Use the biographies to write a reader’s theater script for students to perform for their classmates.
- Visit the Biography Channel for Kids website) to see other ways to publish biographies and watch video clips.
- Visit the Biography for Kids website to research the life of a famous person; fill in the graphic organizer to identify important facts and then share the facts with the class.
- Students can use the Timeliner computer software to create a timeline of important events in a famous person’s life.
- Write a review of one of the biographies read.
- Write a biography of a family member
- Students pair up and interview one another to write the biography of a classmate.
- Watch videos related to the material
- Role-play a famous personality
- Conduct research on Gibran
- Prepare lessons at home

Assessments/Projects:

Summative Assessments

- Students will have read several biographies and understood the accomplishments of the people;
- Students will create a poster to show others about the accomplishments of a famous person;
- Students will use the steps of the writing process to write the biography of a family member. They will create a cover for the final draft to make it into a book. Pictures of the family member will be included;

- Students will share their biography with their classmates. Sharing day could be scheduled to coincide with Grandparents Day;
- Students will present the finished biography to the family member with a new appreciation for writing a biography.

Interpretive tasks:

From authentic printed and video internet resources, students will gather and analyze information about authors from 5 Arabic and non-Arabic speaking countries. Student write a summary of finding for each of the artists Students will each choose an author to research in depth. Students will use this information to present their findings to the class. Students will present their findings to other students and listen to peer presentations to draw further conclusions for a classroom discussion/ feedback.

Interpersonal tasks:

Students fill in a questionnaire based on other student oral answers.
Students will ask others question regarding their presentations

Presentational tasks:

Students will use this information collected from the interpretive task to present their findings to the class. Students will present their findings to other students and listen to peer presentations to draw further conclusions for a classroom discussion/ feedback.

Formative Assessments

Evaluate student understanding of biographies using their graphic organizers and informational poster of Najib Mahfouz, Gibran Khalil Gibran, etc.

Rubric Example:

Complete a graphic organizer about Mahfouz and Gibran. Using the information you learned about that person, create a poster to tell your classmates about his/her life and accomplishments. Use this checklist to make sure your poster is complete:

- ❑ Include all of the facts and information from your graphic organizer.
- ❑ Include at least 2 other facts you thought were interesting about him/her.
- ❑ Your poster should be neatly done and be colorful.

- **Evaluate student biographies using a rubric. Example:**

You had the opportunity to interview one of your family members. Now it's time to write a biography about that person! In your biography, make sure you tell important and interesting facts about your family member's life. The events should be written in sequence, starting from the beginning of his/her life until present day. Be sure you have included or done all of the following items in your final biography:

- The facts you learned from the interview are included in your biography. Use details to show what your family member is like.
- Your opening sentence should tell about your relationship to your family member.
- You have written the facts in sequential order.
- Your conclusion sentence should sum up your biography.
- Include your opinion and feelings about your family member.
- Pay attention to CUPSS. (Capitals, Usage, Punctuation, Spelling, Sentence Structure)
- Use your neatest handwriting.
- Include a colorful cover with a photograph of your family member.

Summative Assessments:

- Evaluate student understanding from their discussions and understanding of the information included in the poster.
- Review student interview notes to check for appropriate questions and responses. Decide if students need to re-interview with additional questions.

- Check graphic organizers to determine if students can identify main events of a person's life.
- Throughout the writing process, check for student understanding. Conference with students during the revision process to allow students to share their thoughts and ideas.

TEKS/ Student Expectations

114.22.a.2A; 114.22.a.2B; 114.22.a.2F; 114.22.c.1A; 114.22.c.2A; 114.22.c.3A; 114.22.c.4A; 114.22.c.5A

ACTFL Standards

ACTFL Standard 1.1:

Interpersonal Mode of Communication: Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

ACTFL Standard 1.2

Interpretive Mode of Communication: Students will understand and interpret speech on a variety of topics.

ACTFL Standard 1.3

Presentational Mode of Communication: Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics about the language studied.

ACTFL Standard 2.1

Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

ACTFL Standard 2.2

Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

ACTFL Standard 3.1

Students will use the foreign language to reinforce and further their knowledge of other disciplines.

ACTFL Standard 3.2

Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its culture(s).

ACTFL Standard 4.1:

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

ACTFL Standard 4.2:

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

ACTFL Standard 5.1:

Students use the language both within and beyond the school setting.

ACTFL Standard 5.2:

Students show evidence of becoming life-long learners by using the language.

Listening/ Reading/ Speaking/Writing:

- Listening: students listen to language examples from teacher, native speakers/guests, videos on famous authors and poets, and other famous Arab and non-Arab personalities.
- Speaking: students practice pronouncing and using vocabulary words; work in pairs to have a conversation about famous and historic figures; present biography research to class
- Reading: students read material different biographies from the resources available in books and on the Internet
- Writing: students write biographies of their family members.

Interpersonal Communication: Students work in pairs or in small groups to role-play a famous personality

Interpretive Communication: Students will listen to language examples presented by the teacher. They will respond to specific questions from reading and listening to videos.

Presentational Communication: They will present the skits and biographies