

**Arabic Curriculum for Level 4
Hurst-Euless-Bedford I SD
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Scope and Sequence

Grade Level: 11th

Unit 4: Global Issues – قضايا (شؤون) عالمية

Focus Questions:

1. What constitute good health and nutrition?
2. Why is it important to maintain a healthy lifestyle?
3. What are similarities and differences between the U.S. and the Arab World regarding leading a healthy lifestyle?
4. What are human rights and why are they important?
5. How can we identify the acts of justice and address the injustices around us?
6. Who are some of the human rights activists in the U.S. and worldwide?
7. How can you show respect for human rights in your own life?
8. What is the current population of the world according to the census bureau? How are they distributed ethically and geographically?
9. What are the positive and negative consequences of a growing human population?
10. How are the world's resources distributed? What causes countries to suffer from poverty while others possess wealth?

Can Do:

1. Explain to a friend how to stay healthy.
2. Explain how and why it is important to maintain a healthy lifestyle.
3. Discuss ways to maintain good health.
4. Write a letter to someone telling them about the dangers of obesity and how well balanced diet and exercise will help maintain a healthy lifestyle.
5. Compare lifestyles of Americans and people in the Arab World in terms of health habits.
6. Define the concept of human rights and human rights violations.
7. Research Human Rights organizations and identify what human rights are.
8. Create a non-profit organization promoting human rights.
9. Identify human rights activists and give their profile.
10. Recognize and identify ways in which human rights are respected and ways they are not
11. Research the population of an Arab country.
12. Conduct a census of the school population and evaluate the resources provided.

**Subunit 1
(15 days)**

Health and Nutrition

**Subunit 2
(15 days)**

Human Rights

**Subunit 3
(15 days)**

Population

Cultural

Subunit 1: lifestyle that contributes to healthy living in the Arab World (cuisine, activities, customs)

Subunit 2: Examine and evaluate the state of human rights in Palestine.

Subunit 3: Arab populations

Vocabulary

Health	صحة	Calories	سعرات حرارية	Protein	بروتينات
Nutrition	تغذية	Weight	وزن	Minerals	املاح/معادن
Healthy	صحي	Obesity	سُمنة	Vitamins	فيتامينات
Sick	مريض	Sports	رياضة	Prevention	وقاية

Nutrients	أغذية	Walking	مشي	portion	حصة
Diet	نظام غذائي	Important	مهم	Habits	عادات
Lifestyle	نمط الحياة	water	ماء	Hydration	ترطيب
Exercise	تمرين	Sleep	نوم	Fast food	الأكل السريع
Moderation	إعتدال	Disorder	عُطل/خلل/إضطراب	harmful	مُضِر
Nutritious	مُغذي	To increase	يزيد	To decrease	يُنقص/يُقلل

Subunit 2:

Human rights	حقوق الإنسان	Activist	ناشط	Democratic	ديمقراطي
Issue	قضية	Justice	عدالة	respectful	الاحترام
Fairness	عدل	Asylum	حق اللجوء السياسي	Responsibility	مسؤولية
Dignity	كرامة	Genocide	إبادة جماعية	freedom	حرية
Conscience	ضمير	Persecution	اضطهاد	progress	تقدم
Horrific	مرعب	Refugee	لاجئ	organization	منظمة
entitled	بستحق	Amnesty	عفو عام	violation	انتهاك/مخالفة
aspiration	طموح	equal	متساو	discrimination	تمييز

Subunit 3:

Population	عدد السكان	Immigration	هجرة	Population density	الكثافة السكانية
Ratio	نسبة	migration	هجرة داخلية	Distribution	التوزيع
rate	معدل	Ethnicity	العرق	Population explosion	الإنفجار السكاني
census	التعداد	Growth	نمو	Race	أصل
Demographic	ديموغرافي	Gender	جنس	increase	زيادة
diversity	تنوع	Income	دخل	Survey	مسح
economic	اقتصادي	developed	المتقدمة	Statistics	إحصائيات
Emigration	هجرة	developing	النامية	urban	حضري

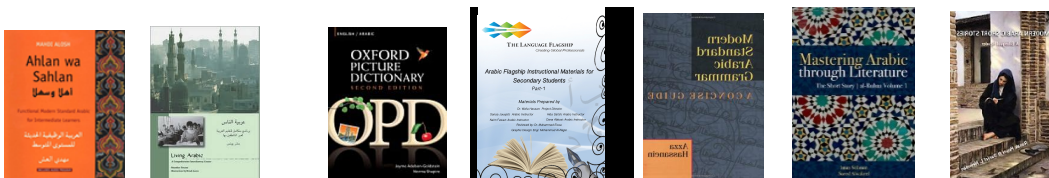
Grammar/ Writing Conventions

1. Wonder construction أسلوب التعجب

2. Exceptions المُستثنى
3. Conditional sentence الجُملة الشرطية
4. Comparatives and superlatives إسم التفضيل
- 5.

Teacher Resources:

Ahlan Wa Sahlan: Functional MSA Arabic For Intermediate Learners, by Mahdi Alesh; *Living Arabic: A Comprehensive Introductory Course* by Munther Younes; Oxford Picture Dictionary; Michigan Flagship Arabic Program Curriculum; *Modern Standard Arabic Grammar: A Concise Guide* by Azza Hassanein; *Mastering Arabic Through Literature* by Iman A. Soliman; *Modern Arabic Short Stories: A Bilingual Reader*, by Ronak Husni & Daniel L. Newman.



Teacher developed materials (PPTs, worksheets, texts, assessments and rubrics, recordings); authentic materials (realia, newspapers, magazines, trade books, etc.); Technology: Sony Lab, Whiteboard, iPod, iPad, cell phone, radio)

online resources:

- <http://ksu.edu.sa/sites/py/departments/Documents/%D9%86%D9%85%D8%B7%20%D8%A7%D9%84%D8%AD%D9%8A%D8%A7%D8%A9%20%D8%A7%D9%84%D8%B5%D8%AD%D9%8A.pdf> (Arabic paper on healthy lifestyle)
- <http://www.albayan.ae/balsam/psychiatric-life/2013-08-04-1.1935972> (how to live a healthy lifestyle)
- <http://www.youtube.com/watch?v=A8piPq4Ytoc> (Human Rights – Arabic captions)
- <http://www.pchrgaza.org/portal/ar/> (Human Rights Center in Palestine)
- <http://www.nchr.org.jo/arabic/> (Human Rights Center in Jordan)
- <http://www.census.gov/> (census bureau)
- <http://www.youtube.com/watch?v=xY51H4-slOg> (Population density in the Arab World)
- <http://www.youtube.com/watch?v=QxjA9RqVxUc> (explaining the wonder construction)
- <http://www.youtube.com/watch?v=9dU65GdO8-w> (explaining “exceptions”)
- http://www.youtube.com/watch?v=nPcm_aGgB9Q (Ahlan Hoqooq Alinsan – satirical play from Jordan)
- <http://www.laits.utexas.edu/aswaat/> (Aswaat Arabiyya – UT)

Learning Activities

- Listen to explanations from experts on the topics covered (in person and via Skype)
- Watch videos related to the material
- Ask and respond to specific questions
- Make flashcards for new vocabulary and phrases
- Design a webpage for a mock non-profit organization
- Pair and group work to practice conversation scenarios and talk about global issues
- Conduct research, summarize and share
- In class group activities using games and manipulatives, as well as reading and writing exercises
- Sony computer lab for interactive lessons and activities
- Prepare lessons at home
- Present in front of group

Assessment/Projects

Summative Assessments

Interpretive tasks:

- Students will watch the satirical play “Ahlan Huqooq Al-insan)”. They will fill out a graphic organizer listing the references to human rights and how they are violated.
- Students will listen to a guest from the Human Rights Center in Amman, Jordan. They will find out as much as they can about how to set up their non-profit organization and what the mission of that should be.
- Students will conduct research to obtain information on lifestyles of Americans and Arabs: what the trends are for living a healthy lifestyle and the evidence that shows that. They will use this information to compare the two.
- Students (in pairs) will be assigned one Arab country to research in terms of its population and find demographic information. Students will then compare these countries.

Interpersonal tasks:

- Students will have a debate on what they consider to be human rights, and ways on how they are respected or violated (they must give evidence). Students will circulate in the room to find another who shares their idea or debate question; they will pair up and seek a third partner; then a whole class discussion is conducted.
- With a partner, students will compare healthy lifestyles of Americans verses Arabs. They will come to an agreement on the ways on how to lead a healthy lifestyle wherever you live and whatever your background is.

- With a partner, students will use the population research they did on an Arab country to talk about similarities and differences between the two they researched, and discuss if these differences contribute to the political and economic status of the country, as well as to the emigration rates.

Presentational tasks:

- Each student will write a letter to a friend who is suffering from sleep disorder. They will explain to him/her why it is important to sleep well and what measures he/ she can take to improve his/ her sleeping habits.
- In small groups students will design a non-profit organization on human rights issues. They will set up a website for their organization. The website should include the following: name of organization, mission, goals, and list of what they consider to be human rights. The small groups will present their websites to the class.
- Each student will role-play a human rights activist. He/she will introduce himself/herself and give a brief description of what they stood for and what they accomplished.
- Using the research on Arab populations, students will design a visual presentation (graph) of the information they find. This will be done on poster board that will be displayed in class. Students will do a walk-through of these graphs to use for comparisons.

Formative Assessments

Examples	Brief description
Internet research	<ul style="list-style-type: none"> • Research a human rights activist. • Research Arab populations. • Research healthy lifestyles and compare
Role play	<ul style="list-style-type: none"> • Students will choose a human rights activist to represent.
Verbal	<ul style="list-style-type: none"> • Students will have a Skype (hangout) session with a guest from the Jordanian Center for Human Rights. They will ask questions about the mission and goals for the center. They will use this information to set up their own non-profit organization • Inside outside circle: students will tell each other

	about what they do to stay healthy.	
Writing	<ul style="list-style-type: none"> • Use words learned to generate meaningful sentences and paragraphs. • Students will summarize a news article human rights. • Students will take weekly spelling quizzes. 	
Self-assess	<ul style="list-style-type: none"> • Students will use (Linguafolio) for self-assessment • Students will list goals for next day • Students will reflect daily on the learning and questions for the following class. • Students will write notes on a plus/delta chart to check if they met their goals. 	

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

- Communication
 - **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.
 - **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Cultures
 - **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Connections
 - **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- Comparisons
 - **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Communities

- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Listening/ Reading/ Speaking/Writing:

- **Listening:** students listen to language examples from teacher, native speakers/guests, videos from YouTube, news casts, and other sources to gain more insights on Arab culture related to the topics covered in this unit.
- **Speaking:** students practice pronouncing and using vocabulary words in different contexts, such as to converse with a partner, debate, communicate with peers via social media, or present to class.
- **Reading:** students read current event articles, a short story, and news and Internet websites on the topics covered.
- **Writing:** students write summary of their research findings; they apply knowledge of grammar points by forming sentences and paragraphs on the topics discussed in this unit.

Interpersonal Communication:

- Students work in pairs or in small groups (participate in games) to discuss and debated the different issues covered in this unit.
- They will speak with peers (native speaker) on health and human rights issues.

Interpretive Communication :

- Students will listen to language examples presented by the teacher and other sources;
- They will respond to specific questions and videotaped scenarios;
- Students will look for a current event happening in the Arab World on one of the news websites that they summarize and share with the class.

Presentational Communication:

- Students will present their graph on Arab populations.
- Students will share their article summary.
- They will present their website of the non-profit organization for human rights.
- Students will present the human rights activist they choose to represent.
- Students will write a letter to a friend.