

**Arabic Curriculum for Level 4
Hurst-Euless-Bedford I SD
Written by Tamara Haddad
2014**

**Scope and Sequence
Grade Level: 11th**

Unit 3: The Media and Communication – الإعلام والتواصل

Focus Questions:

1. What are the different types of media?
2. What are methods of communication?
3. How does the media shape our perception of events?
4. What are types of social media?
5. What is the purpose and uses of media?
6. How does the media influence your mind and body?
7. What is bias, and what biases do certain media have?
8. How can we make our own media that is free of bias and stereotypes?

Can Do:

1. List types of media in order of most popular.
2. Identify the vocabulary and background associated with media and use them in meaningful conversation.
3. Describe types of media orally and in written form.
4. Talk about the role of media in my life.
5. Create my own media messages.
6. Research and evaluate different types of media.

7. Summarize the main points in a news article and share it with others.
8. Exchange emails with native speakers.
9. Communicate with peers via social media networks
10. Ask and answer questions about someone's interests when it comes to the different types of media.
11. Apply newly learned vocabulary and functional chunks in class discussion and writing.
12. Write about the topic I like.
13. Read a literary work and discuss it with peers.
14. Express my ideas and informed opinions after conducting research.

Subunit 1 (15 days)	Types of media
Subunit 2 (15 days)	Social media
Subunit 3 (15 days)	Bias in the media Censorship

Cultural

Subunit 1: Arab Satellite TV channels (MBC, ART, Nile TV, Al-Jazeera, Al-Arabiyya, LBC, Future TV, MTV), Arabic Newspapers and magazine (Al-Quds, Al-Nahar, Al-Hayat, Al-Arab, Asharaq Alawsat, Arabian Business, Ahlan Arabia, Jo Business), Arabic radio stations (Rotana Radio, Voice of the Arabs).

Subunit 2: The role of social media in the revolutions of the Arab Spring

Subunit 3: Internet shutdowns during the Arab Spring in many Arab countries; government control over the media

Vocabulary

Media	إعلام	journalist	صحفي	Message	رسالة
Communication	إتصالات	Print	المطبوع	Report	تقرير
Mass media	إعلام جماهيري/عام	Electronic	الالكتروني	Journalism	الصحافة
Information	معلومات	Article	مقالة	public	عام
Newspaper	جريدة/صحيفة	Communicate	يتواصل	Program	برنامج
Radio	الإذاعة	Send	يرسل	read	يقرأ
Television	التلفزيون	Broadcast	نشرة إخبارية	Watch	يُشاهد
Internet	الإنترنت	news	أخبار	Surf	يَتَصَفَّح

News anchor	مُذيع أخبار	reporter	مُراسل	magazine	مجلة
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Subunit 2:

Social	إجتماعي	Click	أنقر	Twitter	تويتر
Media	إعلام	Surf	يتصفح	Tweet	تغريدة
Website	موقع	Search	يبحث	Instagram	انستجرام
Blog	بلوغ	Download	تحميل/تنزيل	Google	جوجل
Link	رابط	Navigate	يبحث	Research	بحث
page	صفحة	Facebook	فيسبوك	instant	سريع
email	بريد الكتروني	wiki	ويكي	chat	دردشة
post	تعليق على/ نشر	subscribe	إشتراك	Comment	تعليق

Subunit 3:

Bias	انحياز	Prejudice	تحيز	Power	قوة
Censorship	رقابة	Challenge	تحدي	guidelines	المبادئ التوجيهية
Government	حكومة	Fair	عادل	Perspective	منظور
Politically correct	صحيح سياسيا	Racist	عُنصري	official	رسمي
Culturally appropriate	مناسب ثقافيا	Source	مصدر	Gender	جنس
Political discourse	الخطاب السياسي	Just	عادل	neutral	محايد
Racism	عنصرية				

Grammar/ Writing Conventions

1. More on noun-adjective الإسم الموصوف
2. Coupling العطف
3. More on type of sentences (الاسمية والفعلية) انواع الجملة
4. More on verb conjugation تصريف الأفعال
5. Polite expressions for letters, messages, and correspondence عبارات مفيدة ولطيفة لتبادل الرسائل

Teacher Resources:

Ahlan Wa Sahlan: Functional MSA Arabic For Intermediate Learners, by Mahdi Alish; *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://arabic-media.com/arabicnews.htm> (Arabic newspapers form across the Arab World)

<http://www.alarabiya.net/default.html>. (Al-Arabiyya in Arabic)

<http://www.aljazeera.net>. (The website for the news network Al-Jazeera in Arabic)

<http://www.majalla.com/ar/> (The online version of a magazine on politics, culture, current events, economics, and cultural affairs)

<http://www.kidon.com/media-link/arabic.php> (A list of newspaper and media links categorized by Arab country)

<http://www.sayidaty.net/> (Online Arab women's magazine, fashion, beauty, health, celebrity news, music, art, & cuisine trends)

<http://www.mbc.net/ar.html> (MBC)

<http://www.lbcgroup.tv/> (LBC)

<http://www.rotana.net/en> (Rotana)

<http://www.liveonlineradio.net/arabic/rotana-radio.htm> (Rotana Radio)

<http://cnpublishings.net/2009/04/18/arab-media-bias-obstructs-peace/> (Arab media bias)

<http://www.ibtimes.com/surprising-truth-about-internet-censorship-middle-east-845933> (Internet Censorship in the ME)

<http://www.youtube.com/watch?v=lugFgJn9krI> (Reel Bad Arab by Jack Shaheen)

<http://www.youtube.com/watch?v=KJ9xMx1XK2c> (Asal Aswad)

<http://www.youtube.com/watch?v=FbfDARdEN08> (Grammar- nouns and adjectives)

http://www.youtube.com/watch?v=6lQY1tTDL_Q (Nominal and verbal sentences)

Learning Activities

- List types of media and compare that to a list from 20 years ago (using a graphic organizer)
- Listen to conversation scenarios from news programs and TV shows
- Watch videos (movie) related to the material
- Respond to specific questions, and answer using meaningful sentences and applying correct grammar.
- Make flashcards for new vocabulary and phrases
- Read and summarize a news article.
- View and evaluate websites.
- Communicate with peers from Qatar, Jordan, and Morocco via a social networking site (Skype, Google hangout, etc.)
- Write an email and blog posts/comments.
- Sony computer lab for research, interactive lessons and activities
- Prepare lessons at home
- Present in front of a group.

Assessment/Projects

Summative Assessments

Interpretive tasks:

- Students will watch the Egyptian movie “Asal Aswad”. They will fill out a graphic organizer that will help them evaluate the message of the movie as well make comparisons between certain aspects of life in Egypt and the U.S. They will use this graphic organizer to discuss their findings with the group.
- Students will be given two websites to evaluate in terms of bias. They will attempt to identify it. Students will work in pairs.
- Students will evaluate the content of a PPT presentation on social media and its impact on the younger generation. In pairs they will add key details to the presentation based on what they already know.
- Students will conduct research on the impact of social media on the Arab Spring. Students will have guided questions to help them with their research.

Interpersonal tasks:

- Each student will design their own blog. Students will then interact with each other and have a conversation where they get to ask and answer questions to discuss the topic and purpose of their blog is.
- Students will participate in an activity where small groups will each have an envelope with questions about one social media network (for example Facebook) to evaluate the site and come up with a list of its pros and cons, as well as describe what role

social media plays in their life and how it affects them.

- Students will have a Skype (hangout) session with peers from Qatar to discuss a book they have read.
- Students will meet with peers from different Arab countries to discuss their use of social media and compare that to their own.

Presentational tasks:

- Each student will select a media tool and prepare a 5 minute presentation that includes: the type of tool, history/development of the tool, and what it is used for. The presentation should include slides and demonstration of the tool, with captions in Arabic.
- In pairs, students will choose a media type they want to design: poster, song, radio, show/podcast program, TV show, movie, video game, website, magazine, newspaper, or book. They will use this media to convey a message of their choice that is free of bias and stereotypes and has a positive message. Students will choose who their audience will be and they will present it to class.
- Students will write an email to a friend they met in Qatar or Morocco during their student trip. They will use appropriate greetings and invite them to come, giving them reasons why they should come to visit.
- Students will write a blog post (tweet, Facebook post, etc) on the classroom Facebook page saying something about their Arabic class and telling them why they should study a foreign language.

Formative Assessments

Examples	Brief description
Internet research	<ul style="list-style-type: none">• Students will research different topics throughout the unit: media types past and present, media bias in the Arab World and U.S., social networking sites and what makes them successful.
Role play	<ul style="list-style-type: none">• Students will role-play a chat room scene using their iPads (written and oral)• Students will role play news anchors/reporters and report on current events in one Arab country of their choice.

Verbal	<ul style="list-style-type: none"> • Students will participate in several interpersonal activities including: <ul style="list-style-type: none"> ○ Participate in a game (Number Heads Together) to share what role the media plays in their lives. ○ Share opinion with peers on an ongoing basis as topics are introduced. ○ Skype with peers from different Arab countries to talk about similar interests and activities. 	
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 	
Written	<ul style="list-style-type: none"> • List types of media and compare that to a list from 20 years ago using a graphic organizer. • Use words learned and types of media to generate sentences describing these media types. • Students will summarize a news article on a current event. • Students will take weekly spelling quizzes. 	

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, and specifically related to communication and social media.
- **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, a blog post or website on media bias, etc.
- **Writing:** students write summary of their research findings on social media and the younger generation; they apply knowledge of grammar points by forming sentences describing the different media types.

Interpersonal Communication:

- Students work in pairs or in small groups (participate in games) to discuss different aspects of the media (types, social media and its impact, bias in the media, etc.)
- They will speak with peers (native speaker) on media 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 share their article summary.
- They will present their PPTs on media types.
- Students will present their media design.
- Students will write an email to a friend.
- Students will write a blog post (tweet, Facebook post, etc.)