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| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| My Name and Beyond | My friend and I | My facebook | Friendship | My summer vacation | Global case Studies |  | My rights and Duties as a Citizen |
| My classroom | My School |  | My daily routine |  |  |  |  |
| My family | My family and my house | My neighborhood | My Home and my school | School Around the World | Education | Immigration |  |
| My hobbies | My hobby today...my profession tomorrow! | Dream Vacation | Countries |  |  | Planning for my future! | A Global Citizen |
|  |  | Shopping | Healthy life/fitness | Stay Healthy | Beauty |  |  |
|  |  |  |  | Holidays |  | Social Justice Issues | Taking Action |
| Exploring Arabic  1-10 | Exploring Arabic  11-20 | Ahlan wa Sahlan  1 2 3 4 | 5 6 7 8  Ahlan wa Sahlan | 9 10 11 12  Ahlan wa Sahlan | 13 14 15 16  Ahlan wa Sahlan | 17 18 19 20  Ahlan wa Sahlan | 21 22 23 24  Ahlan wa Sahlan |
| **Essential Questions**  **Learning Process** | | | | | | | |
| 1. Why learn another language? 2. What are my motivations to learn another language? 3.What are my expectations about learning another language? | How will learning the Arabic language enhance my life? | How might learning a language open "doors of opportunity"? | How can learning Arabic language help me in my personal and professional life? | In what ways would learning a foreign language be beneficial? |  |  |  |
| **Essential Questions**  **Communication** | | | | | | | |
| How do I communicate in Arabic in “real life” situations?  How do people communicate without using language? | How do native speakers differ from fluent foreigners?  What are the benefits of taking a chance in language? the risks? | What strategies can I use to communicate more effectively?  What mistakes are worth making?  How would communication be different (or limited) without tenses? | How fluent do I need to be in speaking and/or writing a new language in order to be able to communicate  Effectively? | What can you do to keep the conversation going?  What can I do when I do not have the words to say what I am thinking? | How does body language complement the words? How and when might it compete with them?  How does studying another language and culture help me understand and appreciate different  Perspectives? | Which Arabic dialect should adopt as I continue learning?  What is it like to be a “foreigner”? | What strategies can I use to communicate with a wider audience?  How can I explore other cultures without stereotyping? |
| **Essential Questions**  **Culture and Language** | | | | | | | |
| What is culture?  Why study another culture? | How does where I live shape who I am? | How are language and culture linked?  What can I learn about my own language and culture from the study of others? | How can I enhance my connections with people through language?  How do I feel when someone from another culture speaks my language? | How does the study of another language and culture make the world smaller? | How can learning and using a language help me assimilate into a new culture? | How can cultural awareness enhance my language learning and vice versa? | How does language shape culture? How does culture shape language? |
| **Connections** | | | | | | | |
| How do I connect what I’m learning in my language class with my other classes?  • How can knowing Arabic help me make connections in my school, in my community, within the US, and  globally?  • How am I connected to the world? | | | | | | | |
| **Essential Questions: comparisons** | | | | | | | |
| How can I better understand my native language and culture by comparing and contrasting it to the language and  Culture I am studying in this class?  • In what ways is Arabic like English?  • How are my cultural beliefs different and the same as those of the Arabic cultures?  • How am I different and the same from any and all other diverse cultures? | | | | | | | |
| **Essential Questions: Communities** | | | | | | | |
| * How do I connect my world language learning to experience outside of my classroom? * Where is the Arabic language used in my school? In my local community? In my country? In my global   Community?   * Where does this language live in my community? * In what ways is my community shaped by the Arabic cultures and Arabic language? * In what way did learning Arabic influence my Hispanic culture? | | | | | | | |

**TUSD Arabic Curriculum**

**Brief Description in terms of topics, functional objectives and language skills**

**This course provides students with an introduction to Modern Standard Arabic and Arab culture. It is designed for students who have never studied Arabic before and begins with an introduction to Arabic sounds and letters.**

**1st year Arabic : letters, Greetings, Daily Routines, Feelings, Dorm Life, Leisure Activities**

**2nd year Arabic : Food, Health life, Environment, travel,** **Hobbies, Transportation,** **Sporting events** ,**Holidays**

**3rd year Arabic : extended Family, Appearance, Clothing, Sports, Music, Movies,** **Lifestyle choices**

**4th year Arabic : Countries,** **Our Planet, Future Plans, Interests**

**Work experience jobs, Product or service information**

**Assessments IB test**

**The teaching and learning emphasizes the functional use of Arabic and communication in context by means of listening, speaking, reading, and writing. Students acquire enough familiarity with the Arabic language and culture to interact with Arabic-speakers at a basic level.**

**Year 1:**

**Focus on Communication, Culture, Comparisons and Communities**

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, 5.1, 5.2**

**AZCCR:**

**IB standards**

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| **Themes**  **& essential Q** | **Topics** | **Functional Objectives** | **Linguistics** |
| **Relationships**  **Communication**  **Connections**  **Perspectives**  **Creativity** | * **Greetings/Courtesies** * **Alphabet**   **numbers**  **• Dates**  **• Personal information**  **• Family, friends**  **• Origin**  **• Classroom objects**  **• Class common phrases**  **• prepositions**  **• Likes, dislikes**  **• Leisure activities**  **• Personality characteristics** | **• Say hello, goodbye, and ask how people feel**  **• like do you**  **Likes, dislikes**  **Introduce themselves and their family, using correct gender**  **• Spell their names**  **• Ask and answer brief questions about personal information**  **• Understand classroom directions**  **• Tell what they like and don’t like**  **• Ask others what they like and don’t like**  **• Talk about activities**  **• Ask if a statement is true**  **• Describe themselves and their family and friends** | **• Writing the alphabet**  **• Reading the alphabet**  **• Sounds of the alphabet**  **• Gender of nouns**  **• Questions**  **• Arab names**  **• Basic negation**  **• Subject pronouns**  **• Descriptive adjectives**  **• Vocabulary that pertains to the completion of the objectives listed** |

**Year 2:**

**Focus on Communication, Culture, Comparisons and Communities**

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, 5.1, 5.2**

**AZCCR:**

**IB standards**

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| **Themes** | **Topics** | **Functional Objectives** | **Linguistics** |
| **Relationships**  **Communication**  **Connections**  **Perspectives**  **Creativity** | **• Teenagers**  **• Possessions**  **• Daily activities**  **• Locations**  **• Weather**  **• Seasons**  **• Schedules and calendars**  **• Nationalities**  **• Arabic speaking areas**  **• Sports**  **• School and university** | **• Make and respond to requests**  **• Express likes and dislikes, preferences and thanks**  **• Say would they need, what they would like**  **• Describe daily activities, using adjectives**  **• Ask and give information**  **• Get someone’s attention politely – understand differences in manners cross culturally**  **• Talk about where people are**  **• Identify possessions**  **• Extend, accept, and turn down invitations**  **• Make, accept, and turn down suggestions**  **• Express regret or hesitation**  **• Talk about locations**  **• Talk about the weather** | **• Singulars and plurals**  **• Numbers**  **• Indefinite and definite**  **• Plural of nonhuman objects**  **• Prepositions**  **• Conjugation of verbs in present tense**  **• Vocabulary that pertains to the completion of the objectives listed** |

**Year 3:**

**Focus on Communication, Culture, Comparisons and Communities**

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, 5.1, 5.2**

**AZCCR:**

**IB standards**

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| **Themes** | **Topics** | **Functional Objectives** | **Linguistics** |
| **Relationships**  **Communication**  **Connections**  **Perspectives**  **Creativity** | **• Feelings**  **• Personal characteristics**  **• Age**  **• Food**  **• Recipes**  **• Transportation**  **• Neighborhood**  **• Games**  **• Houses and apartments**  **• Family life**  **• Pets**  **• Invitations**  **• Clothing**  **• Stores, prices**  **• Plans**  **• Shopping, bargaining**  **• Arab music** | **• Talk about feeling hungry and what food they want**  **• Describe places to go**  **• Ask and tell how old someone is**  **• Show possession**  **• Describe the outside and inside of their home**  **• Talk about their home, family, and neighborhood**  **• Invite friends and adults to join in activities**  **• Describe what people are wearing**  **• Describe and name animals**  **• Ask for help in store to get sizes and prices of clothing**  **• Assist customers in a store**  **Compare items**  **• Indicate specific items**  **• Give advice about shopping to friends**  **• Give reasons for choices** | **• Interrogative words**  **• Comparatives and superlatives**  **• Position of adjectives**  **• Demonstrative adjectives**  **• Direct object pronouns**  **• Vocabulary that pertains to the completion of the objectives listed** |

**Year 4:**

**Focus on Communication, Culture, Comparisons and Communities**

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, 5.1, 5.2**

**AZCCR:**

**IB standards**

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| **Themes** | **Topics** | **Functional Objectives** | **Linguistics** |
| **Relationships**  **Communication**  **Connections**  **Perspectives**  **Creativity** | **• Time**  **• Colors**  **• Nature**  **• Travel**  **• Meals and etiquette**  **•Holidays Around the World**  **• Vacations**  **• Weekends**  **• Health**  **• Parts of the body** | **• Tell when events occur**  **• Describe food and meals**  **• Tell about favorite foods or about new foods**  **• Accept and refuse food**  **• Become familiar with Muslim holidays and celebrations**  **• Express health problems and ask for help** | **• Tell how long a situation has been going on**  **• Talk about travel and different things to do and see on vacation**  **• Using modal verbs**  **• Vocabulary that pertains to the completion of the objectives listed** |