

## Roosevelt HS, Arabic Level 1, Year-Long Map

September /October	November/ December/ January	February /March	April /May/June
<p><b>Theme: Introduce Yourself to the Arab World</b>  <b>Enduring Understanding:</b> The Arab World includes many countries and cultures unified by a language.</p> <p><b>Important Questions:</b>            What is the “Arab World?” How would my life be different if I lived in an Arab country?</p> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>Arabic alphabet</li> <li>Names - self, classmates, recognizing written names</li> <li>Names of countries, nationalities, languages</li> <li>Colors</li> <li>Flags</li> <li>Greetings and courtesy phrases Introduce the structure of Arabic sentences, verb, noun and particle, i.e. “I go to...”</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Ask and answer short, personalized questions: yes/no, either/or</li> <li>Respond to commands</li> <li>Use basic courtesy phrases, greetings</li> <li>Pronounce letters</li> <li>Read and understand short, familiar words in context, e.g. names, personal information</li> </ul>	<p><b>Theme: Arab Life - Families, Home, Food</b>  <b>Enduring Understanding:</b> Cultural practices and products affect cultural perspectives, i.e. family structures and relationships.</p> <p><b>Important Questions:</b>            What is typical family life in Arab cultures?</p> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>Arabic names and surnames</li> <li>People and family: children, mom, dad, grandma, maternal and paternal relatives</li> <li>Some foods, i.e. <i>sukar, chai</i>, cognates</li> <li>Household objects and rooms of house</li> <li>Questions: what, who, where, how much?</li> <li>Ages, numbers 1-20, cardinal, ordinal, sequence</li> <li>Adjectives: big, little</li> <li>Days of the week, calendar, seasons</li> <li>Likes and dislikes</li> <li>Polite phrases: Please, thank you, invite</li> <li>Pronouns, definite and indefinite nouns.</li> <li>Negation with <i>Leysa</i></li> <li>Three consonant roots of verbs.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identify and describe people and things</li> <li>Categorize food items by description.</li> <li>Recognize and copy words in Arabic script</li> </ul>	<p><b>Theme: Geography of the Arab World</b>  <b>Enduring Understanding:</b> The countries in the Arab World have different cultural practices, products and perspectives,</p> <p><b>Important Questions:</b>            Is each Arab country different? What’s interesting to notice? What should I wear when I visit?</p> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>Geographical features: seas, desert, rivers, mountain, islands</li> <li>Directions: north, south, east, west</li> <li>Adjectives – hot, warm, cold, big, small</li> <li>Functional chunks: I want to go to; I want to visit, “next to...”</li> <li>Questions: what, where, when, how much?</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Write familiar, simple words in context.</li> <li>Write numbers: prices, currency, etc.</li> <li>Label the countries geographical features on map: location, cities, rivers, mountains, deserts.</li> <li>Describe seasons, weather, geography, clothing</li> <li>Describe natural resources and physical characteristics of a country</li> <li>Ask and answer simple, familiar questions</li> <li>Use past tense in simple, familiar sentences</li> </ul>	<p><b>Themes: Staying Healthy</b>  <b>Enduring Understanding:</b> Cultural practices and products impact cultural perspectives.</p> <p><b>Important Questions:</b>            How do people stay healthy in the Arab World? How does this compare with U.S. culture?</p> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>Body parts, doctor visit: “My head hurts....”;</li> <li>Suggestions for health maintenance, common medicines and treatments.</li> <li>Feelings, emotions, state of health</li> <li>Prepositions</li> <li>Action verbs</li> <li>Future tense in basic, formulaic phrases.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions in context</li> <li>Describe feelings</li> <li>Use verbal and nominal sentences.</li> <li>Use verb-subject agreement.</li> <li>Use negation</li> </ul>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Ask / respond to personal info questions</li> <li>Identify Arabic speaking countries on map</li> <li>Write name and nationality in Arabic</li> <li>Recognize name, nationality in Arabic</li> <li>Respond to express basic courtesies</li> <li>Recognize sound/letter correspondence</li> <li>Identify classroom objects, people in school</li> <li>Tell school schedule to a partner</li> <li>Tell how students get to school</li> <li>Read short sentences about school.</li> <li>Write simple words in Arabic</li> <li>Write daily notes in student journal in Arabic</li> <li>Research about an Arab country in English</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Information Gap: Ask yes/questions about a famous person - guess the identity, boy or girl, big or small, nationality, age, language</li> <li>Read a simple “passport” of classmate; answer comprehension questions</li> <li>Illustrate picture dictionary of foods.</li> <li>Check daily notes in student journal in Arabic</li> <li>Describe food items, where bought, cost</li> <li>Role-play restaurant scene – order, pay</li> <li>Categorize menu food and design a menu; describe items prices in Arabic currency.</li> </ul>	<p><b>Summative Integrated Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>Label features on a map of a country of focus.</li> <li>Read short descriptions about a country</li> <li><b>Presentational Task:</b> Create a poster with map of a country. Describe orally the locations, size, and major geographic features, flag and provide simple information about the country.</li> <li>Role-play purchase in clothing store</li> <li>Match clothing with labels</li> <li>Read short description of clothes with seasons</li> <li>Check daily notes in student journal in Arabic</li> <li>Present orally and describe where the country is located, what are the major physical features, what are the resources of the country and answer questions about the presentation</li> </ul>	<p><b>Summative Integrated Performance Assessment:</b></p> <ul style="list-style-type: none"> <li>Illustrate picture dictionary – body, feeling, emotions</li> <li><b>Presentational task:</b> Role-play a doctor visit: describe symptoms, recommend, i.e., take medicine, rest, drink</li> <li>Language Experience Story: Visiting the doctor</li> <li><b>Interpretive task:</b> Read and retell short story about a doctor visit</li> <li><b>Interpersonal task:</b> Ask a partner about how they feel and compare symptoms</li> </ul>
<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>Diversity of the Arab World</li> <li>Terms “Middle East”, “Arabs”</li> <li>Arab contributions to the world</li> <li>History, geography, and cultural practices.</li> <li>Cultural protocols and manners for introductions</li> </ul>	<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>Arabic names and surnames</li> <li>Manners for introductions, visiting</li> <li>English word that originated from Arabic</li> <li>Invention of Arabic numbers and <i>zipher</i></li> <li>Extended family</li> <li>Special food and marketplaces</li> </ul>	<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>Geography – important features of countries in the Arab world, i.e. capitols, location, population, climate</li> <li>Different traditional clothing</li> <li>Geography affects cultural products, practices</li> </ul>	<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>Doctors, medicine, and health practices</li> <li>Health practices</li> </ul>