

MPS Arabic Benchmarks: Grade 6-8 in 6-12 Sequence

Interpersonal Communication: *Write and speak in another language*

The target language proficiency that student may reach by the end of the three year learning sequence within the following contexts: Novice Mid-High

Standard	Grade 6	Grade 7	Grade 8
1.1. Learners engage in spoken and written conversations on a variety of topics.	ML1.1.1.a: Appropriately use basic greetings and farewells.	ML2.1.1.a: Appropriately use multiple greetings and farewells.	ML3.1.1.a: Appropriately use multiple greetings and farewells
	ML1.1.1.b: State basic personal information about self, family,	ML2.1.1.b: State personal information about self, family, familiar people.	ML3.1.1.b: Accurately and appropriately state personal information about self, family, familiar people, with basic details.
	ML1.1.1.c: Make and respond to basic questions in familiar contexts.	ML2.1.1.c: Make and respond to different forms of questions in familiar contexts.	ML3.1.1.c: Make and respond to different forms of questions in familiar contexts without help.
	ML1.1.1.d: Recognize and express a variety of likes, dislikes in simple sentences.	ML2.1.1.d: Recognize and express a variety of likes, dislikes in simple sentences with more detail.	ML3.1.1.d: Recognize and express a variety of likes, dislikes in simple sentences with more detail.
	ML1.1.1.e: Participate in brief exchanges with some guidance on familiar topics using previously-learned material.	ML2.1.1.e: Participate in brief exchanges with some guidance on familiar topics using previously-learned material.	ML3.1.1.e Participate in brief conversations on familiar topics emphasizing previously-learned material.
	ML1.1.1.f: Recognize speaking and listening strategies that facilitate communication.	ML2.1.1.f: Recognize speaking and listening strategies and begins to use them to facilitate communication.	ML3.1.1.f: Use speaking and listening strategies that facilitate communication.

Examples:

Themes:

Invitation to the Arab World; People of the Arab World; Geography of the Arab World; Hospitality of the Arab World; Visiting Arab Friends and Family; Nutrition and Health; Shopping at the Market; Arab Communities; Clothes; Celebrations; Nutrition and Health; Life in an Arab Country; Market; Arab Family Traditions.

Vocabulary Topics:

Personal information – names, age, address; people, personality, traits, colors, feelings, animals, school subjects, school objects, schedules, daily routine, activities, seasons, weather, food, beverages, clothes, homes, furniture, stores, shopping, currency, transportation, locations, geography of Arabic culture e.g. countries, cities, physical characteristics.

Functions: Greet and respond to greetings; introduce self and other people; exchange pleasantries; use common classroom expressions; ask for clarification; use different modes of address; state personal information; exchange simple descriptions of people, animals, and surroundings; ask prices and make purchase; discuss plans; talk about common topics; ask for directions; express opinions.

Interpretive Communication: *Interpret information in another language*

The target language proficiency that student may reach by the end of the three year learning sequence within the following contexts: Novice Mid-High.

Standard	Grade 6	Grade 7	Grade 8
1.2. Learners interpret spoken and written language on a variety of topics.	ML1.1.2.a: Understand and respond to simple requests, commands, and directions.	ML2.1.2.a: Understand and respond to simple requests, commands, and directions.	ML3.1.2.a: Understand and respond to simple requests, commands, and directions.
	ML1.1.2.b: Recognize and understand familiar words and some Arabic letters.	ML2.1.2.b: Recognize and understand familiar words and some Arabic letters.	ML3.1.2.b: Recognize and understand familiar words and some Arabic letters.
	ML1.1.2.c: Demonstrate comprehension of main idea of spoken language in familiar context.	ML2.1.2.c: Demonstrate comprehension of main idea and some detail of spoken language in familiar context.	ML3.1.2.c: Demonstrate comprehension of main idea and most detail of spoken language in familiar context.
	ML1.1.2.d: Make relevant guesses about meaning in familiar spoken contexts.	ML2.1.2.d: Make relevant guesses about meaning in familiar spoken contexts.	ML3.1.2.d: Make relevant guesses about meaning in familiar spoken contexts.

Examples:

Themes:

Invitation to the Arab World; People of the Arab World; Geography of the Arab World; Hospitality of the Arab World; Visiting Arab Friends and Family; Nutrition and Health; Shopping at the Market; Arab Communities; Clothes; Celebrations; Nutrition and Health; Life in an Arab Country; Market; Arab Family Traditions;

Vocabulary Topics:

Personal information – names, age, address; people, personality traits, colors, feelings, animals, school subjects, school objects, schedules, daily routine, activities, seasons, weather, food, beverages, clothes, homes, furniture, stores, shopping, currency, transportation, locations, geography of Arabic culture e.g. countries, cities, physical characteristics.

Functions:

Comprehend short simple conversations on familiar topics; understand main ideas of short, clear, simple spoken messages and announcements; recognize some familiar words and letters: e.g., from ads, menus, schedules, timetables, maps, posters, and signs; construct meanings by using background knowledge, contextual and visual clues, intonation.

Presentational Communication: *Present information in another language*

The target language proficiency that student may reach by the end of the three year learning sequence within the following contexts: Novice Mid-High.

Standard	Grade 6	Grade 7	Grade 8
1.3. Learners present to an audience of listeners and readers on a variety of topics.	ML1.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs.	ML2.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs.	ML3.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs.
	ML1.1.3.c: Describe familiar objects in simple terms.	ML2.1.3.d: Describe familiar objects and give information on common topics in simple terms.	ML3.1.3.d: Describe some objects related to some familiar content in simple terms.
	ML1.1.3.d: Retell /narrate a story using key vocabulary and visual cues for support.	ML2.1.3.d: Retell /narrate a story using key vocabulary and visual cues for support.	ML3.1.3.d: Retell /narrate a story using key vocabulary and sentence structures with increasing accuracy.
	ML1.1.3.e: Present simple prepared materials on learned familiar topics.	ML2.1.3.e: Present simple prepared materials on learned familiar topics.	ML3.1.3.e: Present prepared materials on learned familiar topics.
	ML1.1.3.g: Write familiar words using learned Arabic script.	ML2.1.3.g: Write familiar words using learned Arabic script.	ML3.1.3.g: Write familiar words using learned Arabic script.

Examples:

Themes:

Invitation to the Arab World; People of the Arab World; Geography of the Arab World; Hospitality of the Arab World; Visiting Arab Friends and Family; Nutrition and Health; Shopping at the Market; Arab Communities; Clothes; Celebrations; Nutrition and Health; Life in an Arab Country; Market; Arab Family Traditions;

Vocabulary Topics:

Personal information – names, age, address; people, personality traits, colors, feelings, animals, school subjects, school objects, schedules, daily routine, activities, seasons, weather, food, beverages, clothes, homes, furniture, stores, shopping, currency, transportation, locations, geography of Arabic culture e.g. countries, cities, physical characteristics.

Functions:

Describe orally or in writing self, family, other people, activities, experiences using simple sentences; talk about hobbies, interests, likes and dislikes; create short stories; write simple notes; fill in a form with personal information; write about self; create lists; present a skit.

Cultures: *Develop awareness of other cultures*

Standard	Grade 6	Grade 7	Grade 8
<p>2.1. <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.</i></p>	ML1.2.1.a: Recognize and report on some practices of Arabic cultures that are clearly different from their own.	ML2.2.1.a: Recognize and report on some practices of Arabic cultures that are clearly different from their own.	ML3.2.1.a: Recognize and report on some practices of Arabic cultures that are clearly different from their own.
	ML1.2.1.b: Describe products, symbols, and contributions from Arabic cultures.	ML2.2.1.b: Describe products, symbols, and contributions from Arabic cultures.	ML3.2.1.b: Describe products, symbols, and contributions from Arabic cultures.
	ML1.2.1.c: Imitate culturally appropriate practices.	ML2.2.1.c: Begins to use culturally appropriate practices.	ML3.2.1.c: Use culturally appropriate practices comfortably.
	ML1.2.1.d: Examine factors that influence practices, products, and perspectives.	ML2.2.1.d: Examine factors that influence practices, products, and perspectives.	ML3.2.1.d: Examine factors that influence practices, products, and perspectives.
	ML1.2.1.e: Analyze and discuss cultural values reflected in arts, crafts, daily practices, and other cultural products from Arabic cultures.	ML2.2.1.e: Analyze and discuss cultural values reflected in arts, crafts, daily practices, and other cultural products from Arabic cultures.	ML3.2.1.e: Analyze and discuss cultural values reflected in arts, crafts, daily practices, and other cultural products from Arabic cultures.
	<p>Examples: Greetings, i.e. kissing hands and heads, traditional objects and concepts, i.e. traditional clothes, seven days of wedding, rugs, <i>tajines</i>, stereotypes; recognize cultural activities, popular media, festivals, calligraphy, henna designs, <i>debke</i>, <i>1001 Arabian Nights</i>, and religious holidays.</p>		

Connections: *Make connections to other content areas*

Standard	Grade 6	Grade 7	Grade 8
3.1. <i>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</i>	ML1.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	ML2.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	ML3.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.
	ML1.3.1.b: Integrate content area concepts and skills through relevant activities.	ML2.3.1.b: Integrate content area concepts and skills through relevant activities.	ML3.3.1.b: Integrate content area concepts and skills through relevant activities.
	Examples: Geography; historical events of Arabic culture; discuss family physical traits; map skills (identifying location); discuss forms of government in various countries; create poems and stories, math, science, health, social studies		

Connections: *Access and connect information through various media*

Standard	Grade 6	Grade 7	Grade 8
3.2. <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i>	ML1.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	ML2.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	ML3.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
	ML1.3.2.b: Use digital media and culturally authentic resources to study Arabic cultures.	ML2.3.2.b: Use digital media and culturally authentic resources to study Arabic cultures.	ML3.3.2.b: Use digital media and culturally authentic resources to study Arabic cultures.
	Examples: Use developmentally appropriate language websites, podcasts, electronic dictionaries, TV programs, short video clips, and advertisements. Use various media sources in the language for learning and pleasure; access information in the Arabic language using internet, stories, magazine, newspaper.		

Comparisons: *Investigate the nature of language and culture*

Standard	Grade 6	Grade 7	Grade 8
<p>4.1. <i>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</i></p>	ML1.4.1.a: Recognize and use words shared between English and Arabic.	ML2.4.1.a: Recognize and use words shared between English and the Arabic.	ML3.4.1.a: Recognize and use words shared between English and Arabic.
	ML1.4.1.b: Recognize and apply differences in writing systems.	ML2.4.1.b: Recognize and apply differences in writing systems.	ML3.4.1.b: Recognize and apply differences in writing systems.
	ML1.4.1.c: Recognize similarities and differences in simple phrase patterns of the target language.	ML2.4.1.c: Recognize similarities and differences in simple phrase patterns of the target language.	ML3.4.1.c: Recognize similarities and differences in sentence structures and ways of utterance in the Arabic language and begins to use with some accuracy.
	ML1.4.1.d: Compare and use authentic forms of address, pleasantries, and courtesies in familiar social situations.	ML2.4.1.d: Compare and use authentic forms of address, pleasantries, and courtesies in familiar social situations.	ML3.4.1.d: Compare and use authentic forms of address, pleasantries, and courtesies in familiar social situations.
	ML1.4.1.e: Compare the social patterns of other cultures and the learner's own culture.	ML2.4.1.e: Compare the social patterns of other cultures and the learner's own culture.	ML3.4.1.e: Compare the social patterns of other cultures and the learner's own culture.
	ML1.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	ML2.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	ML3.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.
	<p>Examples: Compare common practices such as: greetings, meeting new people and how to address the elders; phone conversations and etiquette; courtesy phrases; visiting relatives and friends; school settings and classroom conversations; eating out at a restaurant; home structures; cities; dating; idiomatic expressions; historical and contemporary influences in the students' own culture today, i.e., music, immigrants, sports; common beliefs and attitudes in Arabic cultures compared to their own</p>		

Communities: *Become an active global citizen by experiencing languages and cultures in multiple settings*

Standard	Grade 6	Grade 7	Grade 8
<p>5.1. <i>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</i></p>	<p>ML1.5.1.a: Share experiences from the Arabic language classroom within the school and/or community.</p>	<p>ML2.5.1.a: Share experiences from the Arabic language classroom within the school and/or community.</p>	<p>ML3.5.1.a: Share experiences from the Arabic language classroom within the school and/or community.</p>
	<p>ML1.5.1.b: Recognize the use of the Arabic language in the learner's community.</p>	<p>ML2.5.1.b: Recognize the use of the Arabic language in the learner's community.</p>	<p>ML3.5.1.b: Recognize the use of the Arabic language in the learner's community.</p>
	<p>ML1.5.1.c: Investigate and share with others the influences of the Arabic language and cultures on the community.</p>	<p>ML2.5.1.c: Investigate and share with others the influences of the Arabic language and cultures on the community.</p>	<p>ML3.5.1.c: Investigate and share with others the influences of the Arabic language and cultures on the community.</p>
	<p>ML1.5.1.d: Experience the cuisine, music, drama, literature, etc. from Arabic- speaking countries</p>	<p>ML2.5.1.d: Experience the cuisine, music, drama, literature, etc. from Arabic- speaking countries</p>	<p>ML3.5.1.d: Experience the cuisine, music, drama, literature, etc. from Arabic-speaking countries</p>
	<p>Examples: Make presentations in the target language to peers and school community; visit middle eastern local food markets; create signs in Arabic to put up in the school; field trips to local restaurants/museum, and stores; watch movies, listen to songs, and read magazines in the target language; join a club; establish e-pal or pen pal connections with native speakers; participate in cultural events and festivals, i.e., travel, language camps, articulate the benefits and opportunities of learning the language; sustain a tendency for openness and acceptance for human diversity; investigate careers where the skills in the target language and cross-cultural understanding are needed; seek opportunities to learn more about the language and its culture.</p>		

MPS Arabic Benchmarks: Grade 9-12 in 6-12 Sequence

Interpersonal Communication: *Speak and Write in another language*

The target language proficiency that student may reach by the end of the seven year learning sequence (6-12) within the following contexts: Intermediate Low-Mid

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
1.1. Learners engage in spoken and written conversations on a variety of topics.	HL2.1.1.a: Make requests and ask questions in a variety of social situations.	HL3.1.1.a: Make requests and ask questions in a variety of social situations.	HL4.1.1.a: Make requests and ask different types of questions in a variety of social situations.	HL5.1.1.a: Make requests and ask different types of questions in a culturally appropriate manner.
	HL2.1.1.b: Exchange information and ideas with some details on common familiar topics.	HL3.1.1.b: Exchange information and ideas with some details on common familiar topics.	HL4.1.1.b: Exchange detailed information and opinions in written form on a variety of topics.	HL5.1.1.b: Exchange detailed information and opinions in written form on a variety of topics and in a culturally appropriate manner.
	HL2.1.1.c: Recognize and use situation-appropriate non-verbal communication.	HL3.1.1.c: Recognize and use situation-appropriate non-verbal communication.	HL4.1.1.c: Recognize and use situation-appropriate non-verbal communication.	HL5.1.1.c: Recognize and use situation-appropriate non-verbal communication.
	HL2.1.1.d: Use speaking and listening strategies to facilitate communication.	HL3.1.1.d: Use speaking and listening strategies to facilitate communication.	HL4.1.1.d: Use speaking and listening strategies to facilitate communication.	HL5.1.1.d: Use speaking and listening strategies to facilitate communication.
	HL2.1.1.e: Participate in brief conversations with some guidance on familiar topics emphasizing previously-learned material.	HL3.1.1.e: Participate in brief conversations with some guidance on familiar topics emphasizing previously-learned material.	HL4. 1.1.e: Initiate, sustain, and close conversations in limited yet varied situations.	HL5.1.1.e: Interact in culturally and socially authentic and/or simulated situations.

	<p>Examples:</p> <p>Themes: Communities in the Arab World; Arab Life; How Will History Shape the Future of the World?; The Creative Life – Art and Technology in the World; What’s Fair?; How Can We Create A Peaceful World; Why Do We Dream?</p> <p>Vocabulary Topics: Identity, daily life, nature, environment, vacations, regional cuisine, holidays, travel, traditions, modernization, customs, global issues, economics, fine arts, music, historical events, literature, science, career, dreams</p> <p>Functions: Participate in a guided discussion; ask and answer questions with some details; express feelings and attitudes; discuss problems and give advices; create with the languages about familiar topics; give reasons in a simple form; state opinions; summarize short stories and narratives; narrate a story and event on familiar topics</p>
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Interpretive Communication: *Interpret information in another language*

The target language proficiency that student may reach by the end of the seven year learning sequence (6-12) within the following contexts: Intermediate Low-Mid

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
1.2. Learners interpret spoken and written language on a variety of topics.	HL2.1.2.a: Respond accurately and appropriately to everyday requests, commands, and directions.	HL3.1.2.a: Respond accurately and appropriately to everyday requests, commands, and directions.	HL4.1.2.a: Respond accurately and appropriately to everyday requests, commands, and directions.	HL5.1.2.a: Respond accurately and appropriately to everyday requests, commands, and directions.
	HL2.1.2.b: Identify meanings of learned words, phrases, and expressions written in Arabic script.	HL3.1.2.b: Identify meanings of learned words, phrases, and expressions written in Arabic script.	HL4.1.2.b Identify meanings of learned words, phrases, and expressions written in Arabic script.	HL5.1.2.b: Identify meanings of learned words, phrases, and expressions written in Arabic script.
	HL2.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	HL3.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	HL4.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	HL5.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.
	HL2.1.2.d Make educated guesses about meaning in unfamiliar written and spoken texts.	HL3.1.2.d: Make educated guesses about meaning in unfamiliar written and spoken texts.	HL4.1.2.d: Make educated guesses about meaning in unfamiliar written and spoken texts.	HL5.1.2.d Make educated guesses about meaning in unfamiliar written and spoken texts.

Examples:

Themes:

Communities in the Arab World; Arab Life; How Will History Shape the Future of the World?; The Creative Life – Art and Technology in the World; What’s Fair?; How Can We Create A Peaceful World; Why Do We Dream?

Vocabulary Topics:

Identity, daily life, nature, environment, vacations, regional cuisine, holidays, travel, traditions, modernization, customs, global issues, economics, fine arts, music, historical events, literature, science, career, dreams

Functions:

Comprehend simple conversations on familiar topics; identify main ideas of spoken messages and announcements; read letters/emails; gather information from authentic written materials; take notes; construct meanings by using background knowledge and contextual clues; understand when being spoken in different time frames; skim authentic written materials.

Presentational Communication: *Present information in another language*

The target language proficiency that student may reach by the end of the seven year learning sequence (6-12) within the following contexts: Intermediate Low-Mid

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
1.3. Learners present to an audience of listeners and readers on a variety of topics.	HL2.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	HL3.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	HL4.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	HL5. 1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.
	HL2.1.3.b: Describe familiar objects and give information on common topics with more complicated sentence structures.	HL3.1.3.b: Describe familiar objects and give information on common and some unfamiliar topics with more complicated sentence structures.	HL4.1.3.b: Describe familiar objects and give information on common and some unfamiliar topics with more complicated sentence structures.	HL5.1.3.b: Describe familiar objects and give information on common and some unfamiliar topics with more complicated sentence structures.
	HL2.1.3.c: Retell a story or narrate an event using key vocabulary and sentence structures.	HL3.1.3.c: Retell a story or narrate an event using key vocabulary and sentence structures.	HL4.1.3.c: Retell a story or narrate an event using key vocabulary and sentence structures.	HL5.1.3.c: Retell a story or narrate an event using key vocabulary and sentence structures.
	HL2.1.3.d: Write words, complete sentences, and short paragraphs using Arabic scripts.	HL3.1.3.d Write words, complete sentences, and short paragraphs using Arabic scripts.	HL4.1.3.d Write words, complete sentences, and short paragraphs using Arabic scripts.	HL5.1.3.d: Write words, complete sentences, and short paragraphs using Arabic scripts.
	HL2.1.3.e: Produce and present creative materials over common familiar topics in both written and spoken forms with increasing accuracy of pronunciation and tone.	HL3.1.3.e: Produce and present creative materials over common familiar topics in both written and spoken forms with increasing accuracy of pronunciation and tone.	HL4.1.3.e: Produce and present creative materials over some range of variety topics in both written and spoken forms with increasing accuracy of pronunciation and tone.	HL5.1.3.e: Produce and present creative materials over some range of variety topics in both written and spoken forms with increasing accuracy of pronunciation and tone.

	<p>Examples:</p> <p>Themes: Communities in the Arab World; Arab Life; How Will History Shape the Future of the World?; The Creative Life – Art and Technology in the World; What’s Fair?; How Can We Create A Peaceful World; Why Do We Dream?</p> <p>Vocabulary Topics: Identity, daily life, nature, environment, vacations, regional cuisine, holidays, travel, traditions, modernization, customs, global issues, economics, fine arts, music, historical events, literature, science, career, dreams</p> <p>Functions: Give basic descriptions of immediate surroundings and topics; write simple notes; make lists, perform skits and role-plays; dramatize; give short speeches and presentations; create short stories; write a short essay or compositions on familiar topics.</p>
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Cultures: *Develop awareness of other cultures*

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
<p>2.1. <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.</i></p>	HL2.2.1.a: Recognize and report on some practices of Arabic culture that are clearly different from their own.	HL3.2.1.a: Recognize and reflect on some practices of Arabic culture and their own cultures.	HL4.2.1.a: Analyze and reflect on cultural practices of Arabic culture and their own cultures.	HL5.2.1.a: Analyze and reflect on cultural practices of Arabic culture and their own cultures.
	HL2.2.1.b: Describe and discuss products, symbols, and contributions from Arabic culture.	HL3.2.1.b: Describe and discuss products, symbols, and contributions from Arabic culture.	HL4.2.1.b: Analyze and discuss products, perspectives, and symbols of Arabic-speaking countries.	HL5.2.1.b: Analyze and discuss products, perspectives, and symbols of Arabic-speaking countries.
	HL2.2.1.c: Imitate culturally appropriate practices.	HL3.2.1.c Demonstrate culturally appropriate practices with some confidence.	HL4.2.1.c: Demonstrate culturally appropriate practices with increasing confidence.	HL5.2.1.c: Demonstrate culturally appropriate practices with ease.
	HL2.2.1.d: Examine factors that influence practices, products, and perspectives.	HL3.2.1.d: Discuss factors that influence practices, products, and perspectives.	HL4.2.1.d: Explain the interrelations among the practices, products, and perspectives of Arabic-speaking countries.	HL5.2.1.d Explain the interrelations among the practices, products, and perspectives of Arabic-speaking countries.
	HL2.2.1.e: Analyze and discuss cultural values reflected in arts, crafts, daily practices, and other cultural products from Arabic culture.	HL3.2.1.e: Analyze and discuss cultural values reflected in arts, crafts, daily practices, and other cultural products from Arabic culture.	HL4.2.1.e: Analyze and discuss the origin of significant events, contributions, products from Arabic culture.	HL5.2.1.e: Analyze and discuss the origin of significant events, contributions, products from Arabic culture.
				HL5.2.1.f: Make predictions about factors that influence practices, products, and perspectives.
	<p>Examples: Modes of address; gestures and body languages; social practices; stereotypes and cultural biases; traditional objects and materials; popular media of Arabic culture; festivals; folktales; cultural arts, e.g., calligraphy, mosaic art, loan words; significant events; historical figures; inventions; religions; architectures; folk dances; traditional values and ideas</p>			

Connections: *Make connections to other content areas*

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
3.1. <i>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</i>	HL2.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	HL3.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	HL4.3.1.a: Use learned vocabulary and phrases to explain concepts from other content areas.	HL5.3.1.a: Use learned vocabulary and phrases to explain concepts and expand understanding of it from other content areas.
	HL2.3.1.b: Integrate content area concepts and skills through relevant activities.	HL3.3.1.b: Integrate content area concepts and skills through relevant activities.	HL4.3.1.b: Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.	HL5.3.1.b: Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.
	Examples: Historical events; geography; poems; survey and report; forms of government; local news; global issues; current events;			

Connections: *Access and connect information through various media*

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
3.2. <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i>	HL2.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	HL3.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	HL4.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	HL5.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
	HL2.3.2.b: Use digital media and culturally authentic resources to study target cultures.	HL3.3.2.b: Use digital media and culturally authentic resources to study target cultures.	HL4.3.2.b: Use digital media and culturally authentic resources to study target cultures.	HL5.3.2.b: Use digital media and culturally authentic resources to study target cultures.
	Examples: Websites for language learning; online tools ex., voki, voice threads; podcasts; using internet for research; virtual environments e.g., Skype; publication of student created materials using various media.			

Comparisons: *Investigate the nature of language and culture*

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
<p>4.1. <i>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</i></p>	HL2.4.1.a: Recognize and use words shared between English and Arabic.	HL3.4.1.a: Recognize and use words shared between English and Arabic.	HL4.4.1.a: Recognize and use words shared between English and Arabic.	HL5.4.1. Recognize and use words shared between English and Arabic.
	HL2.4.1.b: Recognize and apply differences in writing systems.	HL3.4.1.b: Recognize and apply differences in writing systems.	HL4.4.1.b: Recognize and apply differences in writing systems.	HL5.4.1.b Recognize and apply differences in writing systems.
	HL2.4.1.c: Recognize simple sentence patterns.	HL3.4.1.c: Recognize sentence patterns that are different from English.	HL4.4.1.c: Recognize and use simple sentence patterns and that are different from English.	HL5.4.1.c: Recognize and use complex language structures.
	HL2.4.1.d: Compare and contrast social patterns and the systems of Arabic culture and learner' own culture.	HL3.4.1.d: Compare and contrast social patterns and the systems of Arabic culture with their own.	HL4.4.1.d: Compare and contrast social patterns and the systems of Arabic culture with their own.	HL5.4.1.d: Compare and contrast social patterns and the systems of Arabic culture with their own.
	HL2.4.1.e: Recognize some common idiomatic and colloquial expressions.	HL3.4.1.e: Recognize and show understanding of some common idiomatic and colloquial expressions.	HL4.4.1.e: Show understanding of and use some common idiomatic and colloquial expressions.	HL5.4.1.e: Show understanding of and use some common idiomatic and colloquial expressions.
	HL2.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	HL3.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	HL4.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	HL5.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.
			HL4.4.1.g: Compare and contrast elements that shape cultural identity in the learner's heritage and in Arabic- speaking countries.	HL5.4.1.g: Compare and contrast elements that shape cultural identity in the learner's heritage and in Arabic-speaking countries.
<p>Examples: Stores; phone etiquette; education system; homes; courtesies; dining; going out; cities; social practices; common beliefs and values; family gatherings; celebrations.</p>				

Communities: *Become an active global citizen by experiencing languages and cultures in multiple settings*

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5	
<p>5.1. <i>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</i></p>	<p>HL2.5.1.a: Share experiences from the Arabic language classroom with others.</p>	<p>HL3.5.1.a: Share experiences from the Arabic language classroom with others.</p>	<p>HL4.5.1.a: Share experiences from the Arabic language classroom with others.</p>	<p>HL5.5.1.a: Share experiences from the Arabic language classroom with others.</p>	
	<p>HL2.5.1.b: Investigate and share with other the influences of the Arabic language and cultures on the community.</p>	<p>HL3.5.1.b: Investigate and share with other the influences of the Arabic language and cultures on the community.</p>	<p>HL4.5.1.b: Explain how the Arabic language and/or cultures have impacted other communities.</p>	<p>HL5.5.1.b: Explain how the Arabic language and/or cultures have impacted other communities.</p>	
	<p>HL2. 5.1.c: Experience the cuisine, music, drama, literature, etc. from Arabic-speaking countries</p>	<p>HL3.5.1.c: Experience the cuisine, music, drama, literature, etc. from Arabic-speaking countries</p>	<p>HL4.5.1.c: Show evidence of becoming a life-long learner by using the Arabic language and cultural knowledge for personal enrichment.</p>	<p>HL5.5.1.c: Show evidence of becoming a life-long learner by using the Arabic language and cultural knowledge for personal enrichment.</p>	
					<p>HL5.5.1.d: Research and present about a local and/or global need that is identified as authentic by Arabic cultures.</p>
	<p>Examples: Make presentations and/or perform at a community event; watch movies; read magazines; join a club; e-pal/pen pal; travel, language camps.</p>				