

MPS Arabic Benchmarks: 9-12 Sequence

Interpersonal Communication: *Speak and Write in another language*

The target language proficiency that student may reach by the end of the four year learning sequence within the following contexts: Intermediate Low

Standard	Grade 9-Level 1	Grade 10-Level 2	Grade 11-Level 3	Grade 12-Level 4
1.1. Learners engage in spoken and written conversations on a variety of topics.	HL1.1.1.a: Accurately use multiple greetings and farewells.	HL2.1.1.a: Use greetings and farewells with ease and introduce themselves.	HL3.1.1.a: Initiate brief conversations in limited situations.	HL4.1.1.a: Initiate brief conversations in limited situations.
	HL1.1.1.b: State personal information about self, family, familiar people, and immediate surroundings.	HL2.1.1.b: State some basic information about common topics and surroundings.	HL3.1.1.b: Exchange information and ideas with some details on common familiar topics and surroundings.	HL4.1.1.b: Exchange information and ideas with some details on common familiar topics and surroundings.
	HL1.1.1.c: Make simple requests and ask basic questions.	HL2.1.1.c: Make requests and ask some questions in a variety of social situations.	HL3.1.1.c: Make requests and ask some questions in a variety of social situations.	HL4.1.1.c: Make requests and ask some questions in a variety of social situations.
	HL1.1.1.d: Exchange short limited conversations on familiar topics.	HL2.1.1.d: Exchange information and ideas on common familiar topics.	HL3.1.1.d: Make requests and ask different types of questions in a variety of social situations.	HL4.1.1.d: Make requests and ask different types of questions in a variety of social situations.
	HL1.1.1.e: Recognize and use situation-appropriate non-verbal communication.	HL2.1.1.e: Recognize and use situation-appropriate non-verbal communication.	HL3.1.1.e: Recognize and use situation-appropriate non-verbal communication.	HL4.1.1.e: Recognize and use situation-appropriate non-verbal communication.
	HL1.1.1.f: Recognize speaking and listening strategies and begins to use them to facilitate communication.	HL2.1.1.f: Recognize speaking and listening strategies and begins to use them to facilitate communication.	HL3.1.1.f: Use speaking and listening strategies to facilitate communication.	HL4.1.1.f: Use speaking and listening strategies to facilitate communication.
			HL3.1.1.g: Participate in brief conversations with some guidance on familiar topics emphasizing previously-learned material.	HL4.1.1.g: Participate in brief conversations with some guidance on familiar topics emphasizing previously-learned material.

	<p>Examples:</p> <p>Themes: Introduce Yourself to the Arab World; Arab Life; Geography of the Arab World; Healthy, Active Life; Daily Life in the Arab World; Arab Life-Manners and etiquette; Arab Community; Impact of Geography on People and Trade; Olympic Heroes; Future Plan</p> <p>Vocabulary Topics: Identity, family, food, school and daily life, health and sports, nature and animals, leisure, vacations, regional cuisine, fashion, holidays, homes, travel, community, shopping, society, environment, traditions, modernization, customs, global issues, fine arts, music, historical events, literature themes, science, politics, current events, careers.</p> <p>Functions: Greet and respond to greetings; introduce self and other people; exchange pleasantries; use common classroom expressions; ask for clarification and directions; use different modes of address; state personal information; exchange simple descriptions of people, animals, and surroundings; ask prices and make purchases; discuss plans; talk about common and familiar topics; 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 students may reach by the end of the four year learning sequence within the following contexts: Intermediate Low

Standard	Grade 9-Level 1	Grade 10-Level 2	Grade 11-Level 3	Grade 12-Level 4
1.2. Learners interpret spoken and written language on a variety of topics.	HL1.1.2.a: Understand and respond to simple requests, commands, and directions.	HL2.1.2.a: Understand and respond to simple 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.
	HL1.1.2.b: Recognize familiar words and phrases.	HL2.1.2.b: Recognize familiar words and phrases.	HL3.1.2.b: Recognize familiar words and phrases.	HL4.1.2.b: Recognize familiar words and phrases.
	HL1.1.2.c: Identify meanings of learned words, phrases, and expressions written in Arabic scripts.	HL2.1.2.c: Identify meanings of learned words, phrases, and expressions written in Arabic scripts.	HL3.1.2.c: Identify meanings of learned words, phrases, and expressions written in Arabic scripts.	HL4.1.2.c: Identify meanings of learned words, phrases, and expressions written in Arabic scripts.
	HL1.1.2.d: Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.	HL2.1.2.d: Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.	HL3.1.2.d: Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.	HL4.1.2.d: Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
	HL1.1.2.e: Make relevant guesses about meaning in unfamiliar written and spoken contexts.	HL2.1.2.e: Make relevant guesses about meaning in unfamiliar written and spoken contexts.	HL3.1.2.e: Make relevant guesses about meaning in unfamiliar written and spoken contexts.	HL4.1.2.e: Make relevant guesses about meaning in unfamiliar written and spoken contexts.
<p>Examples: Themes: Introduce Yourself to the Arab World; Arab Life; Geography of the Arab World; Healthy, Active Life; Daily Life in the Arab World; Arab Life-Manners and etiquette; Arab Community; Impact of Geography on People and Trade; Olympic Heroes; Future Plan</p> <p>Vocabulary Topics: Identity, family, food, school and daily life, health and sports, nature and animals, leisure, vacations, regional cuisine, fashion, holidays, homes, travel, community, shopping, society, environment, traditions, modernization, customs, global issues, fine arts, music, historical events, literature themes, science, politics, current events, careers.</p>				

Functions:

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

Presentational Communication: *Present information in another language*

The target language proficiency that students may reach by the end of the four year learning sequence within the following contexts: Intermediate Low

Standard	Grade 9-Level 1	Grade 10-Level 2	Grade 11-Level 3	Grade 12-Level 4
1.3. Learners present to an audience of listeners and readers on a variety of topics.	HL1.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs.	HL2.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs.	HL3.1.3.a: Recite developmentally appropriate rhymes, proverbs, poetry, and songs.	HL4.1.3.a: Recite developmentally appropriate rhymes, proverbs, poetry, and songs.
	HL1.1.3.b: Describe familiar objects and give information on common topics in simple sentences.	HL2.1.3.b: Describe familiar objects and give information on common topics in simple sentences.	HL3.1.3.b: Describe familiar objects and give information on common 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.
	HL1.1.3.c: Retell a story or narrate an event using key vocabulary and 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.
	HL1.1.3.d: Present simple prepared materials on learned familiar topics.	HL2.1.3.d: Present simple prepared materials on learned familiar topics.	HL3.1.3.d: Present simple prepared materials on learned familiar topics.	HL4.1.3.d: Present simple prepared materials on learned familiar topics.
	HL1.1.3.e: Write words and complete sentences using Arabic scripts.	HL2.1.3.e: Write words and complete sentences using Arabic scripts.	HL3.1.3.e: Write words, complete sentences, and short paragraphs using Arabic scripts.	HL4.1.3.e: Write words, complete sentences, and short paragraphs using Arabic scripts.
			HL3.1.3.f: Produce and present creative materials over some range of variety topics in both written and spoken forms.	HL4.1.3.f: Produce and present creative materials over some range of variety topics in both written and spoken forms.

Examples:

Themes:

Introduce Yourself to the Arab World; Arab Life; Geography of the Arab World; Healthy, Active Life; Daily Life in the Arab World; Arab Life-Manners and etiquette; Arab Community; Impact of Geography on People and Trade; Olympic Heroes; Future Plan

Vocabulary Topics:

Identity, family, food, school and daily life, health and sports, nature and animals, leisure, vacations, regional cuisine, fashion, holidays, homes, travel, community, shopping, society, environment, traditions, modernization, customs, global issues, fine arts, music, historical events, literature themes, science, politics, current events, careers.

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.

Cultures: *Develop awareness of other cultures*

Standard	Grade 9-Level 1	Grade 10-Level 2	Grade 11-Level 3	Grade 12-Level 4
<p>2.1. <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.</i></p>	HL1.2.1.a: Recognize and report on some practices of Arabic cultures that are clearly different from their own.	HL2.2.1.a: Recognize and reflect on some practices of Arabic cultures and their own cultures.	HL3.2.1.a: Analyze and reflect on cultural practices of Arabic cultures and their own cultures.	HL4.2.1.a: Analyze and reflect on cultural practices of Arabic cultures and their own cultures.
	HL1.2.1.b: Describe and discuss products, symbols, and contributions from Arabic cultures.	HL2.2.1.b: Describe and discuss products, symbols, and contributions from Arabic cultures.	HL3.2.1.b: Analyze and discuss products, perspectives, and symbols of Arabic cultures.	HL4.2.1.b: Analyze and discuss products, perspectives, and symbols of Arabic cultures.
	HL1.2.1.c: Imitate culturally appropriate practices.	HL2.2.1.c: Demonstrate culturally appropriate practices with some confidence.	HL3.2.1.c: Demonstrate culturally appropriate practices with increasing confidence.	HL4.2.1.c: Demonstrate culturally appropriate practices with ease.
	HL1.2.1.d: Examine factors that influence practices, products, and perspectives.	HL2.2.1.d: Discuss factors that influence practices, products, and perspectives.	HL3.2.1.d: Explain the interrelations among the practices, products, and perspectives of Arabic cultures.	HL4.2.1.d: Explain the interrelations among the practices, products, and perspectives of Arabic cultures.
				HL4.2.1.e: 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 the target culture; festivals; folktales; cultural arts, e.g., calligraphy, mosaic arts; 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 1	Grade 10-Level 2	Grade 11-Level 3	Grade 12-Level 4
<p>3.1. <i>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</i></p>	HL1.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	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 learned vocabulary and phrases to explain concepts from other content areas.	HL4.3.1.a: Use learned vocabulary and phrases to explain concepts and expand understanding of it from other content areas.
	HL1.3.1.b: Integrate content area concepts and skills through relevant activities.	HL2.3.1.b: Integrate content area concepts and skills through relevant activities.	HL3.3.1.b: Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.	HL4.3.1.b: Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.
	<p>Examples: Historical events; geography; poems; survey and report; forms of government; local news; global issues; current events;</p>			

Connections: *Access and connect information through various media*

Standard	Grade 9-Level 1	Grade 10-Level 2	Grade 11-Level 3	Grade 12-Level 4
<p>3.2. <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i></p>	<p>HL1.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.</p>	<p>HL2.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.</p>	<p>HL3.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.</p>	<p>HL4.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.</p>
	<p>HL1.3.2.b: Use digital media and culturally authentic resources to study target cultures.</p>	<p>HL2.3.2.b: Use digital media and culturally authentic resources to study target cultures.</p>	<p>HL3.3.2.b: Use digital media and culturally authentic resources to study target cultures.</p>	<p>HL4.3.2.b: Use digital media and culturally authentic resources to study target cultures.</p>
	<p>Examples: Websites for language learning; online tools, for example: Voki, Voice Threads; podcasts; using internet for research; virtual environments e.g., Skype; publication of student created materials using various media</p>			

Comparisons: *Investigate the nature of language and culture*

Standard	Grade 9-Level 1	Grade 10-Level 2	Grade 11-Level 3	Grade 12-Level 4
<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>	HL1.4.1.a: Recognize and use words shared between English and Arabic.	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.
	HL1.4.1.b: Recognize and apply differences in writing systems.	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.
	HL1.4.1.c: Recognize simple sentence patterns.	HL2.4.1.c: Recognize sentence patterns that are different from English.	HL3.4.1.c: Recognize and use simple sentence patterns and that are different from English.	HL4.4.1.c: Recognize and use complex language structures.
	HL1.4.1.d: Compare and contrast social patterns and the systems of the target culture and learner' own culture.	HL2.4.1.d: Compare and contrast social patterns and the systems of the target culture with their own.	HL3.4.1.d: Compare and contrast social patterns and the systems of the target culture with their own.	HL4.4.1.d: Compare and contrast social patterns and the systems of the target culture with their own.
	HL1.4.1.e: Recognize some common idiomatic and colloquial expressions.	HL2.4.1.e: Recognize and show understanding of some common idiomatic and colloquial expressions.	HL3.4.1.e: Show understanding of and use some common idiomatic and colloquial expressions.	HL4.4.1.e: Show understanding of and use some common idiomatic and colloquial expressions.
	HL1.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	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.

		HL3.4.1.g: Compare and contrast elements that shape cultural identity in the learner's heritage and in Arabic cultures.	HL4.4.1.g: Compare and contrast elements that shape cultural identity in the learner's heritage and in Arabic cultures.
<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 1	Grade 10-Level 2	Grade 11-Level 3	Grade 12-Level 4	
<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>HL1.5.1.a: Share experiences from the Arabic language classroom with others.</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>HL1.5.1.b: Investigate and share with other the influences of the Arabic language and cultures on the community.</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: Explain how the Arabic language and/or cultures have impacted other communities.</p>	<p>HL4.5.1.b: Explain how the Arabic language and/or cultures have impacted other communities.</p>	
	<p>HL1.5.1.c: Experience the cuisine, music, drama, literature, etc. from the Arabic cultures.</p>	<p>HL2.5.1.c: Experience the cuisine, music, drama, literature, etc. from the Arabic cultures.</p>	<p>HL3.5.1.c: Show evidence of becoming a life-long learner by using the Arabic language and cultural knowledge for personal enrichment.</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>HL4.5.1.d: Research and present about a local and/or global need that is identified as authentic by the cultures of the Arabic language.</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>				