

MPS Arabic Benchmarks: Grades K- 2

Interpersonal Communication: *Speak and write in another language*

*The Arabic language proficiency that students may reach by the end of a three year learning sequence within the following contexts:
Novice Low*

Standard	Kindergarten	Grade 1	Grade 2
1.1. Learners engage in spoken and written conversations on a variety of topics.	K.1.1.a: Recognize and express basic greetings and farewells.	1.1.1.a: Recognize and express multiple greetings and farewells.	2.1.1.a: Accurately use multiple greetings and farewells.
	K.1.1.b: Recognize and state basic personal information.	1.1.1.b: Recognize and state basic personal information.	2.1.1.b: Accurately state personal information.
	K.1.1.c: Recognize and express basic likes, dislikes, and feelings through single-word responses.	1.1.1.c: Recognize and express a variety of likes, dislikes, and feelings in single-word responses.	2.1.1.c: Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.
	K.1.1.d: Recognize and use situation-appropriate non-verbal communication.	1.1.1.d: Recognize and use situation-appropriate non-verbal communication.	2.1.1.d: Recognize and use situation-appropriate non-verbal communication.
	<p>Examples: Themes: People I Care About; Sharing in the Community; What, Why and When We Celebrate; Sharing Our Beautiful Earth; Different Ways of Doing Things; Our Diverse Community</p> <p>Vocabulary Topics: Celebrations, family, body parts, calendar, food, weather</p> <p>Functions: Respond to visual cues; greet; respond with yes /no, one-word or learned phrases; name and label familiar objects; express courtesies; express likes and dislikes.</p>		

Interpretive Communication: *Interpret information in another language*

The Arabic language proficiency that student may reach by the end of the three year learning sequence within the following contexts: Novice Low

Standard	Kindergarten	Grade 1	Grade 2
1.2. Learners interpret spoken and written language on a variety of topics.	K.1.2.a: Demonstrate comprehension of familiar words and phrases.	1.2.1.a: Demonstrate comprehension of familiar words and phrases.	2.1.2.a: Demonstrate comprehension of familiar words and phrases.
	K.1.2.b: Recognize sounds of familiar words.	1.2.1.b: Recognize letters and sounds of familiar words.	2.1.2.b Recognize letters and sounds of familiar words.
	<p>Examples:</p> <p>Themes: People I Care About; Sharing in the Community; What, Why and When We Celebrate; Sharing Our Beautiful Earth; Different Ways of Doing Things; Our Diverse Community</p> <p>Vocabulary Topics: Celebrations, family, body parts, calendar, food, weather</p> <p>Functions: Identify common objects; follow simple commands; recognize common expressions, learned words, and phrases.</p>		

Presentational Communication: *Present information in another language*

The Arabic language proficiency that student may reach by the end of the three year learning sequence within the following contexts: Novice Low

Standard	Kindergarten	Grade 1	Grade 2
1.3. Learners present to an audience of listeners and readers on a variety of topics.	K.1.3.a: Recite developmentally appropriate rhymes, poetry and songs from Arabic culture.	1.1.3.a: Recite developmentally appropriate rhymes, poetry and songs from Arabic culture.	2.1.3.a Recite developmentally appropriate rhymes, poetry and songs from Arabic culture.
	K.1.3.b: Present simple prepared material with teacher guidance.	1.1.3.b: Present simple prepared material with teacher guidance.	2.1.3.b: Present simple prepared material with teacher guidance.
	K.1.3.c: Copy some Arabic alphabet letters.	1.1.3.c: Copy and write letters and learned words using Arabic letters.	2.1.3.c: Copy and write letters and learned words using Arabic letters
	K.1.3.d: Identify familiar objects in simple sentences with teacher guidance:	1.1.3.d: Identify familiar objects in simple sentences with teacher guidance:	2.1.3.d: Identify familiar objects in simple sentences with greater independence.
	<p>Examples: Themes: People I Care About; Sharing in the Community; What, Why and When We Celebrate; Sharing Our Beautiful Earth; Different Ways of Doing Things; Our Diverse Community</p> <p>Vocabulary Topics: Celebrations, family, body parts, calendar, food, weather</p> <p>Functions: Tell likes and dislikes; describe common objects; recite poems/rhymes/songs; read familiar words; copy familiar words and names.</p>		

Cultures: *Develop awareness of other cultures*

Standard	Kindergarten	Grade 1	Grade 2
<p>2.1. <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.</i></p>	<p>K.2.1.a: Recognize basic routine practices of Arabic cultures.</p>	<p>1.2.1.a: Recognize basic routine practices of Arabic cultures.</p>	<p>2.2.1.a: Recognize basic routine practices of Arabic cultures.</p>
	<p>K.2.1.b: Identify products and symbols of Arabic cultures.</p>	<p>1.2.1.b: Identify products and symbols of Arabic cultures.</p>	<p>2.2.1.b: Identify products and symbols of Arabic cultures.</p>
	<p>Examples: Greeting practices, folktales, songs and games, cultural objects, e.g., flags of the countries, food,</p>		

Connections: *Make connections to other content areas*

Standard	Kindergarten	Grade 1	Grade 2
3.1. <i>Learners use the Arabic language to expand their knowledge of and make connections among multiple content areas.</i>	K.3.1.a: Identify objects and basic concepts from other content areas.	1.3.1. a: Identify objects and basic concepts from other content areas.	2.3.1.a: Identify objects and basic concepts from other content areas.
	K.3.1.b: Integrate content area concepts and skills through relevant activities.	1.3.1.b: Integrate content area concepts and skills through relevant activities.	2.3.1.b: Integrate content area concepts and skills through relevant activities.
	Examples: Counting, nature, life cycles, e.g., “Very Hungry Caterpillar” in Arabic		

Connections: *Access and connect information through various media*

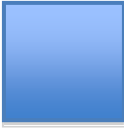
Standard	Kindergarten	Grade 1	Grade 2
3.2. <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources</i>	K.3.2.a: Use digital media and culturally authentic resources to build vocabulary.	1.3.2. a: Use digital media and culturally authentic resources to build vocabulary.	2.3.2. a: Use digital media and culturally authentic resources to build vocabulary.
	Examples: Developmentally appropriate language websites, children’s video programs, children’s literature		

Comparisons: *Investigate the nature of language and culture*

Standard	Kindergarten	Grade 1	Grade 2
<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>	K.4.1.a: Recognize words shared between English and the Arabic language.	1.4.1.a: Recognize words shared between English and the Arabic language.	2.4.1.a: Recognize words shared between English and the Arabic language.
	K.4.1.b: Recognize basic differences in writing systems.	1.4.1.b: Recognize basic differences in writing systems.	2.4.1.b: Recognize basic differences in writing systems.
	K.4.1.c: Identify some daily living patterns of Arabic culture and compare them to those of the learner's culture.	1.4.1.c: Identify some daily living patterns of Arabic culture and compare them to those of the learner's culture.	2.4.1.c: Identify some daily living patterns of Arabic culture and compare them to those of the learner's culture.
	K.4.1.d: Recognize celebrations and holidays of Arabic culture and compare them to those of the learner's culture.	1.4.1.d: Recognize celebrations and holidays of Arabic culture and compare them to those of the learner's culture.	2.4.1.d: Recognize celebrations and holidays of Arabic culture and compare them to those of the learner's culture.
	K.4.1.e: Recognize unique cultural products from Arabic culture.	1.4.1.e: Recognize unique cultural products from Arabic culture.	2.4.1.e: Recognize unique cultural products from Arabic culture.
<p>Examples: Common objects and symbols, e.g., flags, writing systems, celebrations, daily practices, social practices, eating, school day</p>			

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

Standard	Kindergarten	Grade 1	Grade 2
<p>5.1. <i>Learners use their knowledge of the Arabic language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</i></p>	<p>K.5.1.a: Share experiences from the Arabic language classroom within the school and/or community.</p>	<p>1.5.1.a: Share experiences from the Arabic language classroom within the school and/or community.</p>	<p>2.5.1.a: Share experiences from the Arabic language classroom within the school and/or community.</p>
	<p>K.5.1.b: Recognize the use of Arabic in the learner's community.</p>	<p>1.5.1.b Recognize the use of Arabic in the learner's community.</p>	<p>2.5.1.b: Recognize the use of Arabic in the learner's community.</p>
	<p>K.5.1.c: Experience the cuisine, music, drama, literature, etc. from Arabic culture.</p>	<p>1.5.1.c: Experience the cuisine, music, drama, literature, etc. from Arabic culture.</p>	<p>2.5.1.c: Experience the cuisine, music, drama, literature, etc. from Arabic culture.</p>
	<p>Examples: Share learning with family and friends; invite native speakers; field trips to local restaurants, museums, stores; present or perform at a community event; make signs to label school.</p>		



MPS Arabic Benchmarks: Grade 3-5

Interpersonal Communication - *Write and speak in another language*

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

Standard	Grade 3	Grade 4	Grade 5
1.1. Learners engage in spoken and written conversations on a variety of topics.	3.1.1.a: Participate in brief guided conversations using previously learned material.	4.1.1.a: Participate in brief guided conversations using previously learned material.	5.1.1.a: Participate in brief guided conversations using previously learned material.
	3.1.1.b: Recognize and state information about self and family.	4.1.1.b: Recognize and state basic information about self, family, and immediate surroundings.	5.1.1.b: State information about self, family, and immediate surroundings.
	3.1.1.c: Make basic requests.	4.1.1.c: Make requests and ask basic questions.	5.1.1.c: Make requests and ask basic questions.
	3.1.1.d: Recognize and use situation-appropriate non-verbal communication.	4.1.1.d: Recognize and use situation – appropriate non-verbal communication.	5.1.1.d: Recognize and use situation-appropriate non-verbal communication.
<p>Examples: Themes: Arabic in our world; All kinds of Families; Family Celebrations; Helping at Home; Exploring the Geography of Arab Countries; Getting there; The many ways we have fun!; Travel; Our Many Different Friends; Festive Celebrations through the Arts; How do We Learn about Different Environments; How People Make Life Better; Why Do People Move?;</p> <p>Vocabulary Topics: Self and family, immediate surroundings, shopping, going places, festivals, travel, performing arts</p> <p>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.</p>			

Interpretive Communication: *Interpret information in another language*

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

Standard	Grade 3	Grade 4	Grade 5
1.2. Learners interpret spoken and written language on a variety of topics.	3.1.2.a: Understand and respond to simple requests, commands, and directions.	4.1.2.a: Understand and respond to simple requests, commands, and directions.	5.1.2.a: Understand and respond to simple requests, commands, and directions.
	3.1.2.b: Recognize familiar words.	4.1.2.b: Recognize familiar words.	5.1.2.b: Recognize familiar words.
	3.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	4.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	5.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.
	<p>Examples:</p> <p>Themes: Arabic in our world; All kinds of Families; Family Celebrations; Helping at Home; Exploring the Geography of Arab Countries; Getting there; The many ways we have fun!; Travel; Our Many Different Friends; Festive Celebrations through the Arts; How do We Learn about Different Environments; How People Make Life Better; Why Do People Move?;</p> <p>Vocabulary Topics: Self and family, immediate surroundings, shopping, going places, festivals, travel, performing arts</p> <p>Functions: Follow basic multiple step commands and requests; recognize different modes of address; recognize some cognates; understand main ideas; identify common, basic words in written in Arabic script.</p>		

Presentational Communication: *Present information in another language*

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

Standard	Grade 3	Grade 4	Grade 5
1.3. Learners present to an audience of listeners and readers on a variety of topics.	3.1.3.a: Recite developmentally appropriate rhymes and poems or sing songs.	4.1.3.a: Recite developmentally appropriate rhymes and poems or sing songs.	5.1.3.a: Recite developmentally appropriate rhymes and poems or sing songs.
	3.1.3.c: Present simple prepared material on common familiar topics.	4.1.3.c: Present prepared material on common familiar topics.	5.1.3.c: Present prepared material on common familiar topics.
	3.1.3.d: Write familiar words using Arabic scripts with guidance.	4.1.3.d: Write familiar words and sentences using Arabic scripts with guidance.	5.1.3.d: Write familiar words and sentences using Arabic scripts with guidance.
	<p>Examples: Themes: Arabic in our world; All kinds of Families; Family Celebrations; Helping at Home; Exploring the Geography of Arab Countries; Getting there; The many ways we have fun!; Travel; Our Many Different Friends; Festive Celebrations through the Arts; How do We Learn about Different Environments; How People Make Life Better; Why Do People Move?;</p> <p>Vocabulary Topics: Self and family, immediate surroundings, shopping, going places, festivals, travel, performing arts</p> <p>Functions: Describe self; copy basic autobiographical information; write some high frequency, memorized vocabulary words and sentences to communicate; make lists; ask for permission, express basic needs for classroom objects, food, and clothing.</p>		

Cultures: *Develop awareness of other cultures*

Standard	Grade 3	Grade 4	Grade 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>	<p>3.2.1.a: Recognize and report on basic practices of Arabic cultures.</p>	<p>4.2.1.a: Recognize and report on basic practices of Arabic cultures.</p>	<p>5.2.1.a: Recognize and report on basic practices of Arabic cultures.</p>
	<p>3.2.1.b: Describe products and symbols of the Arabic cultures.</p>	<p>4.2.1.b: Describe products and symbols of the Arabic cultures.</p>	<p>5.2.1.b: Describe products and symbols of the Arabic cultures.</p>
	<p>Examples: Greetings, folktales, festivals, cultural activities</p>		

Connections: *Make connections to other content areas*

Standard	Grade 3	Grade 4	Grade 5
3.1. <i>Learners use the Arabic language to expand their knowledge of and make connections among multiple content areas.</i>	3.3.1.a: Identify objects and concepts from other content areas.	4.3.1.a: Describe objects and concepts from other content areas.	5.3.1.a: Describe objects and concepts from other content areas.
	3.3.1.b: Integrate content area concepts and skills through relevant activities.	4.3.1.b: Integrate content area concepts and skills through relevant activities.	5.3.1.b: Integrate content area concepts and skills through relevant activities.
	Examples: Map skills, geography, calculation of quantities using addition and subtraction.		

Connections: *Access and connect information through various media*

Standard	Grade 3	Grade 4	Grade 5
3.2. <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i>	3.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	4.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	5.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
	3.3.2.b: Use digital media and culturally authentic resources to study Arabic cultures.	4.3.2.b: Use digital media and culturally authentic resources to study Arabic cultures.	5.3.2.b: Use digital media and culturally authentic resources to study Arabic cultures.
	Examples: Developmentally appropriate language websites, children’s video programs, children’s literature, photographs, posters.		

Comparisons: *Investigate the nature of language and culture*

Standard	Grade 3	Grade 4	Grade 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>	3.4.1.a: Recognize words shared between English and the Arabic language.	4.4.1.a: Recognize words shared between English and the Arabic language.	5.4.1.a: Recognize words shared between English and the Arabic language.
	3.4.1.b: Recognize basic differences in writing systems.	4.4.1.b: Recognize basic differences in writing systems.	5.4.1.b: Recognize basic differences in writing systems.
	3.4.1.c: Recognize and use simple language structures.	4.4.1.c: Recognize and use simple language structures.	5.4.1.c: Recognize and use simple language structures.
	3.4.1.d: Describe and examine the daily living patterns of and traditions of Arabic culture and compare them to the learner's own culture.	4.4.1.d: Describe and examine the daily living patterns of and traditions of Arabic culture and compare them to the learner's own culture.	5.4.1.d: Describe and examine the daily living patterns and traditions of Arabic culture and compare them to the learner's own culture.
	3.4.1.e: Recognize common idiomatic expressions in Arabic.	4.4.1.e: Recognize common idiomatic expressions in Arabic.	5.4.1.e: Recognize common idiomatic expressions in Arabic.
	3.4.1.f: Recognize contributions from Arabic culture.	4.4.1.f: Recognize contributions from Arabic culture.	5.4.1.f: Recognize contributions from Arabic culture.
	<p>Examples: Arabic mosaic art, calligraphy, geography, etc.</p>		

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

Standard	Grade 3	Grade 4	Grade 5
<p>5.1. <i>Learners use their knowledge of the Arabic language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</i></p>	<p>3.5.1.a: Share experiences from the Arabic language classroom within the school and/or community.</p>	<p>4.5.1.a: Share experiences from the Arabic language classroom within the school and/or community.</p>	<p>5.5.1.a: Share experiences from the Arabic language classroom within the school and/or community.</p>
	<p>3.5.1.b: Recognize the use of the Arabic language in the learner's community.</p>	<p>4.5.1.b: Recognize the use of the Arabic language in the learner's community.</p>	<p>5.5.1.b: Recognize the use of the Arabic language in the learner's community.</p>
	<p>3.5.1.c: Experience the cuisine, music, drama, literature, etc. from the Arabic cultures</p>	<p>4.5.1.c: Experience the cuisine, music, drama, literature, etc. from the Arabic cultures</p>	<p>5.5.1.c: Experience the cuisine, music, drama, literature, etc. from the Arabic cultures</p>
	<p>Examples: Share learning with family and friends; invite native speakers; take field trips to local restaurants, museums, stores; present or perform at a community event; create signs to label school/classroom.</p>		



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

Interpersonal Communication: *Speak and write 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.	6.1.1.a: Exchange familiar information and opinions orally.	7.1.1.a: Exchange more detailed information and opinions orally.	8.1.1.a: Exchange more detailed information and opinions orally.
	6.1.1.b: Exchange familiar information and opinions in written form.	7.1.1.b: Exchange more detailed information and opinions in written form.	8.1.1.b: Exchange more detailed information and opinions in written form.
	6.1.1.c: Make requests and ask different types of questions in social situations.	7.1.1.c: Make requests and ask different types of questions in social situations.	8.1.1.c: Make requests and ask different types of questions in social situations.
	6.1.1.d: Recognize and use situation-appropriate non-verbal communication.	7.1.1.d: Recognize and use situation-appropriate non-verbal communication.	8.1.1.d: Recognize and use situation-appropriate non-verbal communication.
	6.1.1.e: Use speaking and listening strategies to facilitate communication.	7.1.1.e: Use speaking and listening strategies to facilitate communication.	8.1.1.e: Use speaking and listening strategies to facilitate communication.

	<p>Examples:</p> <p>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;</p> <p>Vocabulary Topics: Personalities, Physical characteristics, Modes of transportation, Environment, Schedules, Daily routine, Stores, Fashion, Shopping, Health and Sports, Community, Society, Traditions and Holidays,</p> <p>Functions: Ask and give information about basic learned topics; express preferences; talk about everyday activities; daily routines; make plans; use numbers to express quantities, cost, time, purchases, and dates in simple situations; make requests, order in a restaurant; make/accept/refuse invitations; make social arrangements; transaction, and purchases,</p>
--	--

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.	6.1.2.a: Respond to classroom requests, commands, and directions.	7.1.2.a: Respond to classroom requests, commands, and directions.	8.1.2.a: Respond accurately to classroom requests, commands, and directions.
	6.1.2.b: Recognize familiar words and phrases written in Arabic script.	7.1.2.b: Recognize familiar words and phrases written in Arabic script.	8.1.2.b: Recognize familiar words and phrases written in in Arabic script.
	6.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	7.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	8.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.
	6.1.2.d: Make educated guesses about meaning in familiar written and spoken contexts using contextual clues.	7.1.2.d: Make educated guesses about meaning in familiar written and spoken contexts using contextual clues.	8.1.2.d: Make educated guesses about meaning in familiar written and spoken contexts using contextual clues.
<p>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;</p> <p>Vocabulary Topics: Personalities, physical characteristics, modes of transportation, environment, schedules, daily routine, stores, fashion, shopping, health and sports, community and society, traditions, and holidays.</p> <p>Functions: Comprehend short simple conversations on familiar topics; understand main ideas of short, clear, simple spoken messages and announcements; read simple letters/emails; gather information from ads, menus, schedules, timetables, maps, posters, and signs written in Arabic script; write words and short sentences or notes in Arabic script; construct meaning using background knowledge, contextual clues, word order, intonation.</p>			

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.	6.1.3.a: Recite developmentally appropriate rhymes and poems and sing songs from Arabic culture.	7.1.3.a: Recite developmentally appropriate rhymes and poems and sing songs from Arabic culture.	8.1.3.a: Recite developmentally appropriate rhymes and poems and sing songs from Arabic culture.
	6.1.3.b: Present prepared material on learned topics with some accuracy of pronunciation.	7.1.3.b: Present prepared material on learned topics with increasing accuracy of pronunciation.	8.1.3.b: Present prepared material on learned topics with increasing accuracy of pronunciation.
	6.1.3.c: Write words and complete sentences using Arabic script.	7.1.3.c: Write words, complete sentences, and simple paragraphs using Arabic script.	8.1.3.c: Write words, complete sentences, and simple paragraphs using Arabic script.
	6.1.3.d: Retell a story or narrate an event using key vocabulary and sentence structures.	7.1.3.d: Retell a story or narrate an event using key vocabulary and sentence structures.	8.1.3.d: Retell a story or narrate an event using key vocabulary and sentence structures.

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:

Personalities, physical characteristics, modes of transportation, environment, schedules, daily routine, stores, fashion, shopping, health and sports, community and society, traditions, and holidays

Functions:

Describe self, family, other people using basic, simple sentences and phrases; describe activities, personal experiences, hobbies, interests, likes and dislikes using basic, simple sentences and phrases; create short stories, write simple notes; fill-in a form with personal information; write about self; create lists, give presentations, dramatize short scripts or stories.

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>	6.2.1.a: Describe products, symbols, and contributions from Arabic culture.	7.2.1.a: Describe products, symbols, and contributions from Arabic culture.	8.2.1.a: Describe products, symbols, and contributions from Arabic culture.
	6.2.1.b: Demonstrate culturally appropriate social practices.	7.2.1.b: Demonstrate culturally appropriate social practices.	8.2.1.b: Demonstrate culturally appropriate social practices.
	6.2.1.c: Examine factors that influence practices, products, and perspectives.	7.2.1.c: Examine factors that influence practices, products, and perspectives.	8.2.1.c: Examine 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 Arab cultures; festivals; loan words; significant events; historical figures; religions; architectures; folk dance; traditional values and ideas,</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>	6.3.1.a: Investigate and report on objects and concepts from other content areas.	7.3.1.a: Investigate and report on objects and concepts from other content areas.	8.3.1.a: Investigate and report on objects and concepts from other content areas.
	6.3.1.b: Integrate content area concepts and skills through relevant activities.	7.3.1.b: Integrate content area concepts and skills through relevant activities.	8.3.1.b: Integrate content area concepts and skills through relevant activities.
	<p>Examples: Historical events, geography, forms of government, local news, global issues, current events, art, and music.</p>		

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>	6.3.1.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	7.3.1.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	8.3.1.a: Use digital media and culturally authentic resources to build vocabulary.
	6.3.1.b: Use digital media and culturally authentic resources to study target cultures.	7.3.1.b: Use digital media and culturally authentic resources to study target cultures.	8.3.1.b: Use digital media and culturally authentic resources to study target cultures.
	<p>Examples: Websites for language learning; online tools e.g., Voki, Voice Thread; 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 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>	6.4.1.a: Recognize and use words shared between English and the Arabic.	7.4.1.a: Recognize and use words shared between English and Arabic.	8.4.1.a: Recognize and use words shared between English and Arabic
	6.4.1.b: Recognize and apply differences in writing systems.	7.4.1.b: Recognize and apply differences in writing systems.	8.4.1.b: Recognize and apply differences in writing systems.
	6.4.1.c: Gain understanding of different sentence structures and ways of speaking through comparison.	7.4.1.c: Gain understanding of different sentence structures and ways of speaking through comparison.	8.4.1.c: Gain understanding of different sentence structures and ways of speaking through comparison.
	6.4.1.d: Compare and contrast social patterns and the systems of Arabic culture and the learner's own culture.	7.4.1.d: Compare and contrast social patterns and the systems of Arabic culture and the learner's own culture.	8.4.1.d: Compare and contrast social patterns and the systems of Arabic culture and the learner's own culture.
	6.4.1.e: Recognize and use a few common idiomatic and colloquial expressions.	7.4.1.e: Recognize and use some common idiomatic and colloquial expressions.	8.4.1.e: Recognize and use some common idiomatic and colloquial expressions.
	6.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	7.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	8.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.
	<p>Examples: 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 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>6.5.1.a: Share experiences from the Arabic classroom within the school and/or community.</p>	<p>7.5.1.a: Share experiences from the Arabic classroom within the school and/or community.</p>	<p>8.5.1.a: Share experiences from the Arabic classroom within the school and/or community.</p>
	<p>6.5.1.b: Investigate and share with others influences of Arabic language and cultures on the community.</p>	<p>7.5.1.b: Investigate and share with others influences of Arabic language and cultures on the community.</p>	<p>8.5.1.b: Investigate and share with others influences of Arabic language and cultures on the community.</p>
	<p>6.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>7.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>8.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</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, visit local Arabic markets and cultural events</p>			

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

Interpersonal Communication: *Write and speak 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 Mid-High

Standard	Grade 9	Grade 10	Grade 11	Grade 12
1.1. Learners engage in spoken and written conversations on a variety of topics.	9.1.1.a: Initiate, sustain, and close conversations in limited situations.	10.1.1.a: Initiate, sustain, and close conversations in limited yet varied situations.	11.1.1.a: Interact in culturally and socially authentic and/or simulated situations.	12.1.1.a: Interact in a wide range of culturally and socially authentic and/or simulated situations with increasing ease.
	9.1.1.b: Exchange detailed information and opinions orally on a variety of topics.	10.1.1.b: Exchange detailed information and opinions orally on a variety of topics.	11.1.1.b: Exchange detailed information and opinions orally on a variety of topics and in a culturally appropriate manner.	12.1.1.b: Exchange detailed information and opinions orally on a wide range of topics and in a culturally appropriate manner.
	9.1.1.c: Exchange detailed information and opinions in written form on a variety of topic.	10.1.1.c: Exchange detailed information and opinions in written form on a variety of topics.	11.1.1.c: Exchange detailed information and opinions in written form on a variety of topics and in a culturally appropriate manner.	12.1.1.c: Exchange detailed information and opinions in written form on a wide range of topics and in a culturally appropriate manner.
	9.1.1.d: Make requests and ask different types of questions in a variety of social situations.	10.1.1.d: Make requests and ask different types of questions in a variety of social situations.	11.1.1.d: Make requests and ask different types of questions in a culturally appropriate manner.	12.1.1.d: Make requests and ask different types of questions in a culturally appropriate manner.
	9.1.1.e: Recognize and use situation-appropriate non-verbal communication.	10.1.1.e: Recognize and use situation-appropriate non-verbal communication.	11.1.1.e: Recognize and use situation-appropriate non-verbal communication.	12.1.1.e: Recognize and use situation-appropriate non-verbal communication.
	9.1.1.f: Use speaking and listening strategies to facilitate communication.	10.1.1.f: Use speaking and listening strategies to facilitate communication.	11.1.1.f: Use speaking and listening strategies to facilitate communication.	12.1.1.f: Use speaking and listening strategies to facilitate communication.

Examples:

Themes:

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:

World, arts, history, literature, science, politics, professions, global issues, current events, career, dreams,

Functions:

Discuss topics from other disciplines; participate in spontaneous discussion; ask and answer questions with some details; express emotions and feelings; discuss problems and give advice; give and seek personal views; state and support opinion; summarize short stories and narratives; talk about unfamiliar topics; complain; handle difficulties and unexpected events; give reasons; use idiomatic expressions; give detailed account of experience; narrate a story.

Interpretive Communication: *Interpret information 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 Mid-High*

Standard	Grade 9	Grade 10	Grade 11	Grade 12
1.2. Learners interpret spoken and written language on a variety of topics.	9.1.2.a: Respond to everyday requests, commands, and directions.	10.1.2.a: Respond to everyday requests, commands, and directions.	11.1.2.a: Respond accurately and appropriately to everyday requests, commands, and directions.	12.1.2.a: Respond accurately and appropriately to everyday requests, commands, and directions.
	9.1.2.b: Recognize familiar words and phrases written in Arabic scripts.	10.1.2.b: Recognize familiar words and phrases written in Arabic scripts.	11.1.2.b: Recognize familiar words and phrases written in Arabic scripts.	12.1.2.b: Recognize familiar words and phrases written in Arabic scripts.
	9.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	10.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	11.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	12.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.
	9.1.2.d: Make educated guesses about meaning in both familiar and unfamiliar written and spoken contexts using contextual clues.	10.1.2.d: Make educated guesses about meaning in both familiar and unfamiliar written and spoken contexts using contextual clues.	11.1.2.d: Make educated guesses about meaning in both familiar and unfamiliar written and spoken contexts using contextual clues.	12.1.2.d: Make educated guesses about meaning in both familiar and unfamiliar written and spoken contexts using contextual clues.

Examples:

Themes:

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:

World, arts, history, literature, science, politics, professions, global issues, current events, career, dreams

Functions: Identify main ideas of authentic spoken materials; use background knowledge and clues; skim authentic written materials; draw inferences; make predictions and conclusions; read narratives, authentic materials, and personal communications.

Presentational Communication: *Present information 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 Mid-High

Standard	Grade 9	Grade 10	Grade 11	Grade 12
1.3. Learners present to an audience of listeners and readers on a variety of topics.	9.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	10.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	11.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	12.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.
	9.1.3.b: Present prepared material over a variety of topics.	10.1.3.b: Present prepared material over a variety of topics.	11.1.3.b: Present prepared material over a variety of topics.	12.1.3.b: Present prepared material over a variety of topics.
	9.1.3.c: Write words, sentences, and simple paragraphs using Arabic scripts.	10.1.3.c: Write words, sentences, and paragraphs using Arabic scripts.	11.1.3.c: Write words, sentences, and more complex paragraphs using Arabic scripts.	12.1.3.c: Compose cohesive written information using appropriate formats, more extensive vocabulary and structures, and characters.
	<p>Examples:</p> <p>Themes: 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: World, arts, history, literature, science, politics, professions, global issues, current events, career, dreams</p> <p>Functions: Give short speeches and presentations; summarize; give detailed accounts of experiences; narrate; use idiomatic phrases; write compositions, essays, stories; write about unfamiliar topics; write and present skits and role-plays;</p>			

Cultures: *Develop awareness of other cultures*

Standard	Grade 9	Grade 10	Grade 11	Grade 12
<p>2.1. <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.</i></p>	9.2.1.a: Investigate and report on cultural practices of Arabic cultures.	10.2.1.a: Investigate and report on cultural practices of Arabic cultures.	11.2.1.a: Analyze and reflect on cultural practices of Arabic cultures.	12.2.1.a: Analyze and reflect on cultural practices of Arabic cultures.
	9.2.1.b: Discuss products, perspectives, and practices of Arabic cultures .through guided discussion.	10.2.1.b: Analyze and discuss products, perspectives, and practices of Arabic cultures .through guided discussion.	11.2.1.b: Independently analyze and discuss products, perspectives, and practices of Arabic cultures.	12.2.1.b: Independently analyze and discuss products, perspectives, and practices of Arabic cultures.
	9.2.1.c: Describe factors that influence practices, products, and perspectives ,and how they are related.	10.2.1.c: Discuss factors that influence practices, products, and perspectives, and how they are related.	11.2.1.c: Discuss factors that influence practices, products, and perspectives, and how they are related.	12.2.1.c: Make predictions about factors that influence practices, products, and perspectives, and how they are related. .
	9.2.1.d: Explain contributions from Arabic culture.	10.2.1.d: Explain contributions from Arabic cultures.	11.2.1.d: Analyze the origin and impact of contributions from Arabic cultures.	12.2.1.d: Analyze the origin and impact of contributions from Arabic cultures.
	<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; festival; folktales; cultural arts, e.g., calligraphy, mosaics; 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	Grade 10	Grade 11	Grade 12
3.1. <i>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</i>	9.3.1.a: Make connections with other content areas through resources intended for native speakers.	10.3.1.a: Expand understanding of other content areas through resources intended for native speakers.	11.3.1.a: Expand understanding of other content areas through resources intended for native speakers.	12.3.1.a: Expand understanding of other content areas through resources intended for native speakers.
	9.3.1.b: Design and share activities and materials that integrate the Arabic language and cultures with other content area concepts and skills.	10.3.1.b: Design and share activities and materials that integrate the Arabic language and cultures with other content area concepts and skills.	11.3.1.b: Design and share activities and materials that integrate the Arabic language and cultures with other content area concepts and skills.	12.3.1.b: Design and share activities and materials that integrate the Arabic language and cultures with concepts and skills of multiple content areas.
	<p>Examples: Historical events; geography; poems; survey and report; forms of government; local news; global issues; current events; environment</p>			

Connections: *Access and connect information through various media*

Standard	Grade 9	Grade 10	Grade 11	Grade 12
<p>3.2. <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i></p>	9.3.2.a: Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.	10.3.2.a: Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.	11.3.2.a: Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.	12.3.2.a: Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
	9.3.2.b: Use digital media and culturally authentic resources to study target cultures.	10.3.2.b: Use digital media and culturally authentic resources to study target cultures.	11.3.2.b: Use digital media and culturally authentic resources to study target cultures.	12.3.2.b: Use digital media and culturally authentic resources to study target cultures.
	9.3.2.c: Identify and evaluate resources intended for native speakers.	10.3.2.c: Identify and evaluate resources intended for native speakers.	11.3.2.c: Identify and evaluate resources intended for native speakers.	12.3.2.c: Identify and evaluate resources intended for native speakers.
	<p>Examples: Websites for language learning; online tools, for example: Voki, Voice Thread; 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	Grade 10	Grade 11	Grade 12
<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>	9.4.1.a: Recognize and apply differences in writing systems.	10.4.1.a: Recognize and apply differences in writing systems.	11.4.1.a: Recognize and apply differences in writing systems.	12.4.1.a: Recognize and apply differences in writing systems.
	9.4.1.b: Recognize and use complex language structures.	10.4.1.b: Recognize and use complex language structures.	11.4.1.b Recognize and use complex language structures.	12.4.1.b: Recognize and use complex language structures.
	9.4.1.c: Analyze social patterns and the systems of Arabic culture and compare and contrast to the learner's own culture.	10.4.1.c: Analyze social patterns and the systems of Arabic culture and compare and contrast to the learner's own culture.	11.4.1.c: Analyze social patterns and the systems of Arabic culture and compare and contrast to the learner's own culture.	12.4.1.c: Analyze social patterns and the systems of Arabic culture and compare and contrast to the learner's own culture.
	9.4.1.d: Recognize and use idiomatic, colloquial, and proverbial expressions in the Arabic language.	10.4.1.d: Compare and use idiomatic, colloquial, and proverbial expressions in the Arabic language.	11.4.1.d: Compare and use idiomatic, colloquial, and proverbial expressions in the Arabic language.	12.4.1.d: Research and compare the origins of idiomatic, colloquial, and proverbial expressions in the Arabic language.
	9.4.1.e: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	10.4.1.e: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	11.4.1.e: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	12.4.1.e: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.
			11.4.1.f: Compare and contract elements that shape cultural identity in the learner's heritage and in Arabic cultures.	12.4.1.f: Compare and contract elements that shape cultural identity in the learner's heritage and in Arabic cultures.
	<p>Examples: Institutions, government systems, significant events, historical figures, religious practices, social practices, common beliefs and values, traditions and customs.</p>			

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

Standard	Grade 9	Grade 10	Grade 11	Grade 12
<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>9.5.1.a: Share experiences from the Arabic language classroom with others.</p>	<p>10.5.1.a: Share experiences from the Arabic language classroom with others.</p>	<p>11.5.1.a: Share experiences from the Arabic language classroom with others.</p>	<p>12.5.1.a: Share experiences from the Arabic language classroom with others.</p>
	<p>9.5.1.b: Investigate and share with other the influences of the target language and cultures on the community.</p>	<p>10.5.1.b: Investigate and share with others the influences of the target language and cultures on the community.</p>	<p>11.5.1.b: Explain how the target language and/or cultures have impacted other communities.</p>	<p>12.5.1.b: Explain how the target language and/or cultures have impacted other communities.</p>
	<p>9.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>10.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>11.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>12.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>
	<p>9.5.1.d: Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.</p>	<p>10.5.1.d: Research and present about a local and/or global need that is identified as authentic by the cultures of the target 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 abroad, attend language camps, visit local oriental market and local cultural activities.</p>			