Focus Questions:

1. What are the requirements for graduating from high school? What are the subjects students have to take?
2. What is a typical school day in the U.S and in parts of the Arab world? Compare and contrast.
3. What is school like in Arab countries?
4. How does the school physical environment reflect on the quality of education?
5. What is the importance of non-academic activities? What kind of extracurricular activities are offered in schools?
6. How can our personal interests influence our choices?
7. What are your future education and career goals?
8. What skills are you learning now that will help you in making a choice for the future?

Can Do:

1. Describe their school day and the different subjects and activities they do using present tense and possessive pronouns
2. Discuss likes and dislikes and talk about interests and preferences
3. Use negation properly to talk about what subjects they don’t like
4. Apply new vocabulary words to talk about school and role play conversation scenarios
5. Ask and respond to questions about school
6. Read and write key words and form sentences
7. Use the future tense to talk about future goals and college plans
8. Use prepositions of time and place to discuss your choice of college
9. Compare and contrast schools and education in the U.S and the Arab World
10. Recognize and use properly the *Idafa* structure

<table>
<thead>
<tr>
<th>Subunit 1 (15 days)</th>
<th>School Subjects</th>
<th>School Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subunit 2 (15 days)</td>
<td>School Surroundings and Facilities</td>
<td>Extracurricular Activities</td>
</tr>
<tr>
<td>Subunit 3 (15 days)</td>
<td>Interests and preferences</td>
<td>Future Goals and College Plans</td>
</tr>
</tbody>
</table>

**Cultural**

Subunit 1: Schools in Arab countries: subjects taught; schedule; school year; extracurricular activities
Subunit 2: Comparison and contrast between schools in the U.S and Arab countries in regards to structure and requirements
Subunit 3: Field of study in relation to career choice and how that differs in the Arab World depending on the job market

**Vocabulary**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>المواقيع</th>
<th>Geography</th>
<th>جغرافية</th>
<th>College</th>
<th>كلية</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language</td>
<td>اللغة الإنجليزية</td>
<td>History</td>
<td>تاريخ</td>
<td>Job</td>
<td>وظيفة</td>
</tr>
<tr>
<td>Arabic language</td>
<td>اللغة العربية</td>
<td>gym</td>
<td>رياضة</td>
<td>Graduate</td>
<td>خريج</td>
</tr>
<tr>
<td>Science</td>
<td>علوم</td>
<td>Elementary school</td>
<td>المدرسة الابتدائية</td>
<td>Education</td>
<td>تعليم</td>
</tr>
<tr>
<td>Social studies</td>
<td>الاجتماعيات</td>
<td>Middle school</td>
<td>المدرسة الإعدادية</td>
<td>schedule</td>
<td>جدول</td>
</tr>
<tr>
<td>Art</td>
<td>فن</td>
<td>High school</td>
<td>مدرسة ثانوية</td>
<td>I prefer</td>
<td>أنا أفضل</td>
</tr>
<tr>
<td>Music</td>
<td>موسيقى</td>
<td>Favorite</td>
<td>مفضل</td>
<td>Successful</td>
<td>ناجح</td>
</tr>
<tr>
<td>Math</td>
<td>الرياضيات</td>
<td>I study</td>
<td>أدرس</td>
<td>classroom</td>
<td>غرفة الصف</td>
</tr>
</tbody>
</table>
### Geometry
- I work

### Algebra
- I want to become

### Physics
- I hope

### Chemistry
- I want to become

### Subunit 2:
<table>
<thead>
<tr>
<th>School building</th>
<th>Office</th>
<th>Principal</th>
<th>Faculty</th>
<th>Teachers</th>
<th>Students</th>
<th>Custodian</th>
<th>Counselor</th>
<th>Field/fields</th>
<th>Sport</th>
<th>Basketball</th>
</tr>
</thead>
<tbody>
<tr>
<td>مبنى المدرسة</td>
<td>مكتب</td>
<td>مدير</td>
<td>أعضاء هيئة التدريس</td>
<td>معلمن</td>
<td>الطلاب</td>
<td>آذن</td>
<td>مستشار مستشارة شؤون</td>
<td>ملعب ملاعب</td>
<td>رياضة</td>
<td>كرة السلة</td>
</tr>
<tr>
<td>Swimming</td>
<td>Wrestling</td>
<td>Handball</td>
<td>Tennis</td>
<td>Team</td>
<td>Student council</td>
<td>Speech</td>
<td>Choir</td>
<td>Band</td>
<td>Journalism</td>
<td>Debate</td>
</tr>
<tr>
<td>Activity/activities</td>
<td>Club</td>
<td>After</td>
<td>before</td>
<td>Early</td>
<td>late</td>
<td>Musical instrument</td>
<td>Chess</td>
<td>Photography</td>
<td>Football</td>
<td></td>
</tr>
</tbody>
</table>

### Subunit 3:
<table>
<thead>
<tr>
<th>Goal/goals</th>
<th>Interest/interests</th>
<th>Choice</th>
<th>Preference</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>الهدف / الأهداف</td>
<td>إهتمام إهتمامات</td>
<td>خيار</td>
<td>تفضيل</td>
<td>خطة</td>
</tr>
<tr>
<td>Degree</td>
<td>Graduation</td>
<td>Department</td>
<td>Professor</td>
<td>major</td>
</tr>
<tr>
<td>شهادة</td>
<td>تخرج</td>
<td>قسم</td>
<td>أستاذ</td>
<td>تخصص</td>
</tr>
<tr>
<td>But</td>
<td>Will</td>
<td>College</td>
<td>University</td>
<td>شغف</td>
</tr>
</tbody>
</table>

### Grammar/ Writing Conventions
1. **present tense verbs**

   - استعمالات الفعل المضارع
2. Possessive pronouns
3. Nominal and verbal sentences
4. Possessive pronouns
5. Negation
6. Question words; asking question with "هل"
7. Forming the future tense "سوف"
8. Using the subordinating conjunction “because”
9. Using the conjunction “but”

Teacher Resources:
*Al-Asas* By Fawzieh Ahmad Bader, *Living Arabic: A Comprehensive Introductory Course* by Munther Younes, Michigan Flagship Arabic Program Curriculum

Teacher developed materials (PPTs, worksheets, texts, assessment, recordings); authentic materials (realia, newspapers, magazines, trade books, etc.); Technology: Sony Lab, Whiteboard, ipods, ipads

**Online resources:**
- [http://www.youtube.com/watch?v=6JVC1mBdya0](http://www.youtube.com/watch?v=6JVC1mBdya0) (Arabic - choosing college majors)
- [http://www.youtube.com/watch?v=Sfd4pTU8S1A](http://www.youtube.com/watch?v=Sfd4pTU8S1A) (Arabic – steps to choosing a major)
- [http://www.youtube.com/watch?v=OqQ1C7upTuA](http://www.youtube.com/watch?v=OqQ1C7upTuA) (Arabic – tips on choosing your college major)
- [http://www.youtube.com/watch?v=9c21G64eVTk](http://www.youtube.com/watch?v=9c21G64eVTk) (Arabic - How to realize your goals)
- [http://www.youtube.com/watch?v=GVAiBvl4LGY](http://www.youtube.com/watch?v=GVAiBvl4LGY) (Arabic - famous quotes on achieving success)
- [http://www.youtube.com/watch?v=XX9aZjQVBc0](http://www.youtube.com/watch?v=XX9aZjQVBc0) (Arabic - TED Talks – success story)
- [http://www.youtube.com/watch?v=4_wh1xduyk](http://www.youtube.com/watch?v=4_wh1xduyk) (Teaching methods in Arab countries)
- [http://www.youtube.com/watch?v=Syg56rKWXZ8](http://www.youtube.com/watch?v=Syg56rKWXZ8) (الإتفاق على التعليم في الدول العربية)
- [http://www.brooonzyah.net/vb/t177059.html](http://www.brooonzyah.net/vb/t177059.html) (Article on the importance of extracurricular activities)
- [http://www.saaid.net/afkar/school/49.htm](http://www.saaid.net/afkar/school/49.htm) (Article on suggestions for students’ activities)
- [http://tarbia1.tripod.com/hadrtim.htm](http://tarbia1.tripod.com/hadrtim.htm) (Article on Factors contributing to mismanagement of school time)
Learning Activities

• Listen to songs
• Listen to conversation scenarios
• Watch videos related to the material
• Respond to specific questions
• Role-play school counselor and student
• Pair and group work to practice conversation scenarios and conduct research
• In class group activities using games and manipulatives, as well as reading and writing exercises
• Sony computer lab for interactive lessons and activities
• Prepare lessons at home
• Present in front of group.

Assessment/Projects

Summative Assessments

Interpretive tasks:
• From authentic printed and video internet resources, students will gather and analyze information about schools and education systems several Arabic and non-Arabic speaking countries.
• Students will each choose a country to research. Students will use this information to present their understanding by using graphic organizers to compare positive and negative elements.
• Students will present their findings to other students and listen to peer presentations to draw further conclusions for their final presentation.

Interpersonal tasks:
• Students will have class discussions with a native speaker from Morocco via skype (educator) about the educations system in
Morocco.

• Students will use a question/answer format to discuss educational systems in 5 Arabic and non-Arabic speaking countries. In pairs, students will make their school schedule and discuss it with a partner.
• Students will role-play school counselor and student to make a schedule for next year
• Students will have a conversation with a partner about their future plans for college

Presentational tasks:
• Students will prepare a PPT presentation on their favorite subjects at school and why; they will present them to the class
• Students will use a Venn diagram to compare and contrast schools in the U.S. and in the Arab World; they will use the Internet to do their research; they will work in pairs to write a short essay describing their findings and read the essay to class.
• Students will work in small groups to make a movie using the ipads and the imovie app to make an add about school complete with captions; movie will be presented to class.

Formative Assessments

<table>
<thead>
<tr>
<th>Examples</th>
<th>Brief description</th>
</tr>
</thead>
</table>
| Internet research | • Students will find sample school schedules in Arab countries including holiday schedule  
|                   | • Students will identify educational systems in Arabic countries         
|                   | • Students will compare/contrast schools in the U.S. and Arab countries   |
| Role play         | • Students will practice adult and student roles in the classroom         |
| Verbal            | • Students will describe their PPT on favorite things and activities they like to do at school  
|                   | • Students will use verbal description when making the school ad movie    |
| Self-assess       | • Students will use (Linguafolio) for self-assessment                     
|                   | • Students will list goals for next day                                  |
• Students will reflect daily on the learning and questions for the following class.

<table>
<thead>
<tr>
<th>TEKS/ Student Expectations</th>
<th>ACTFL Standards</th>
</tr>
</thead>
</table>
| 114.22.a.2A; 114.22.a.2B; 114.22.a.2F; 114.22.c.1A; 114.22.c.2A; 114.22.c.3A; 114.22.c.4A; 114.22.c.5A | **Communication**<br> o **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.<br> o **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br>**Cultures**<br> o **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.<br>**Connections**<br> o **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.<br>**Comparisons**<br> o **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.<br>**Communities**<br> o **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<table>
<thead>
<tr>
<th>Listening/ Reading/ Speaking/Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening: students listen to language examples from teacher, native speakers/guests, videos on school and education. &lt;br&gt;• Speaking: students practice pronouncing and using vocabulary words; work in pairs to have a conversation about future plans; present research on education to class &lt;br&gt;• Reading: students read articles on school and education; they read sample school schedule &lt;br&gt;• Writing: students write summary of their research findings on education comparison; they write their school schedule; they type phrases and captions when making the school ad movie.</td>
</tr>
</tbody>
</table>

**Interpersonal Communication:** Students work in pairs or in small groups to create skits and practice conversations <br>**Interpretive Communication:** Students will listen to language examples presented by the teacher. They will respond to specific questions and videotaped scenarios. <br>**Presentational Communication:** They will present the skits and PPTs.