Arabic Curriculum for Level 4
Hurst-Euless-Bedford I SD
Written by Tamara Haddad
2014

Scope and Sequence
Grade Level: 11th

Unit 1: Social and Family Relationships – العلاقات الاجتماعية والأسرية

Focus Questions:

1. How are families structured in the Arab World? What role does kinship play?
2. How are societies organized?
3. How are individuals, groups, and society connected?
4. How do we help each other and serve our society?
5. What are examples of social and group identity? (language, race, ethnicity, religious identity, nationality, class, age)
6. What are the social, cultural, and religious rituals and traditions in the Arab World (celebrations, taboos, and customs)?
   How do families celebrate?
7. What are some belief and moral systems and practices in the Arab World?
8. What are some differences between Western and Arab societies in relation to: status and role of men and women, gender relations, household and family structure, and marriage?

Can Do:

1. Recall vocabulary related to relationships (kinship, family, friendship, formal, casual)
2. Use phrases and sentences to describe family members, their relationships, their states of affairs, and their feelings.
3. Demonstrate knowledge and understanding of specified themes in social and cultural organization
4. Understand social relations and how people coexist.
5. Understand what constitute identity.
6. Understand main ideas and some details in short topics related to society.
7. Discuss social issues using simple expressions.
8. Demonstrate knowledge and understanding of traditions and rituals as well as main beliefs through the media and articles.
9. Write an article about social and religious traditions in the Arab World.
10. Compare and contrast Western and Arab societies.
11. Apply knowledge of grammar in speaking and writing.
12. Gain knowledge of leading authors of short stories in modern Arabic literature
13. Retell/rewrite a story
14. Improve competency in oral communication skills through discussions and presentations in formal and informal settings.

<table>
<thead>
<tr>
<th>Subunit 1</th>
<th>Social and family structure</th>
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<td>Subunit 2</td>
<td>Social behavior</td>
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<tr>
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<td>Language and identity</td>
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<tr>
<td>Subunit 3</td>
<td>Culture and Traditions (celebrations, taboos, customs)</td>
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</tbody>
</table>

**Cultural**

Subunit 1: Extended families; clans; Bedouin tribes; taking care of the elderly; strong family ties; family name; inheritance
Subunit 2: Friendships between the two genders; arranged marriages and marriages among relatives; taboos; Arabic dialects and the role they play in identity; the concept of “al-halal” and “al-haram”
Subunit 3: Religious holidays and how families celebrate (عيد الفطر، عيد الأضحى، رمضان، الأعياد المسيحية)； marriage rituals; henna; circumcision parties; Bedouin hospitality; tribal peace treaties in Jordan (عطوة، صلح) |

**Vocabulary**

<table>
<thead>
<tr>
<th>Society</th>
<th>مجتمع</th>
<th>Relatives</th>
<th>الأقارب</th>
<th>Individual</th>
<th>فرد</th>
<th>Group</th>
<th>مجموعة</th>
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<tbody>
<tr>
<td>Family relations</td>
<td>العلاقات الأسرية</td>
<td>clan</td>
<td>عشيرة</td>
<td>Group</td>
<td>فرد</td>
<td>مجموعة</td>
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<td>Family members</td>
<td>أفراد الأسرة</td>
<td>Tribe</td>
<td>قبيلة</td>
<td>Household</td>
<td>منزلي</td>
<td>متصل</td>
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<tr>
<td>Structure</td>
<td>أفراد العائلة</td>
<td>Bedouin</td>
<td>بندي</td>
<td>connected</td>
<td>متصل</td>
<td>التعايش</td>
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<td>Social</td>
<td>اجتماعي</td>
<td>Patriarchal</td>
<td>بطريركي</td>
<td>Coexistence</td>
<td>الناس</td>
<td>people</td>
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<td>Kinship</td>
<td>القرابة</td>
<td>Role</td>
<td>دور</td>
<td>people</td>
<td>الناس</td>
<td>people</td>
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<td>Lineage</td>
<td>نسب، نسل</td>
<td>males</td>
<td>الذكور</td>
<td>females</td>
<td>الإناث</td>
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**Subunit 2:**

<table>
<thead>
<tr>
<th>behavior</th>
<th>سلوك</th>
<th>Friendship</th>
<th>صداقة</th>
<th>casual</th>
<th>غير رسمي</th>
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<tbody>
<tr>
<td>Taboo</td>
<td>محرم</td>
<td>Friends</td>
<td>اصدقاء</td>
<td>Forbidden</td>
<td>ممنوع</td>
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<tr>
<td>Language</td>
<td>لغة</td>
<td>Acquaintances</td>
<td>معارف</td>
<td>Permissible</td>
<td>مسموح</td>
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<tr>
<td>Identity</td>
<td>هوية</td>
<td>Arranged</td>
<td>ترتيب</td>
<td>delegation</td>
<td>جاهة</td>
</tr>
<tr>
<td>Dialect</td>
<td>لهجة</td>
<td>gender</td>
<td>جنس</td>
<td>Cooling period</td>
<td>عطوة</td>
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<tr>
<td>Accent</td>
<td>لهجة</td>
<td>formal</td>
<td>رسمي</td>
<td>Reconciliation</td>
<td>صلحه</td>
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**Subunit 3:**

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<th>Culture</th>
<th>ثقافة</th>
<th>Morals</th>
<th>أخلاق</th>
<th>Hospitality</th>
<th>كرم</th>
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<tr>
<td>Traditions</td>
<td>تقاليد</td>
<td>Taboos</td>
<td>المحرومات</td>
<td>Marriage</td>
<td>زواج</td>
<td>زواج</td>
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<td>Celebration</td>
<td>احتفال</td>
<td>forbidden</td>
<td>ممنوع</td>
<td>Circumcision</td>
<td>ظهور</td>
<td>ظهور</td>
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<td>Custom</td>
<td>عرفة</td>
<td>Eid</td>
<td>عيد</td>
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<td>Ritual</td>
<td>طفوس</td>
<td>Holiday</td>
<td>عطالة</td>
<td></td>
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<tr>
<td>belief</td>
<td>إعتقد</td>
<td>religious</td>
<td>ديني</td>
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**Grammar/ Writing Conventions**

1. Derivation and the pattern system
2. Revision of singular and dual nouns
3. Plural nouns
4. Idafaa construction
5. Prepositions
6. Revision of verb conjugation
7. Using the subordinating conjunction “because”
8. Using the conjunction “but”
Teacher Resources:

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

online resources and YouTube videos:
- [https://www.youtube.com/watch?v=f0onCA0xwS0](https://www.youtube.com/watch?v=f0onCA0xwS0) (Morocco)
- [https://www.youtube.com/watch?NR=1&v=yvvXuQIA2NA&feature=fvwp](https://www.youtube.com/watch?NR=1&v=yvvXuQIA2NA&feature=fvwp)
- [https://www.youtube.com/watch?v=IVjoCOjo-oY](https://www.youtube.com/watch?v=IVjoCOjo-oY) (Jordan)
- [https://www.youtube.com/watch?v=lQGmlGYZn04](https://www.youtube.com/watch?v=lQGmlGYZn04) (Jordan)
- [https://www.youtube.com/watch?v=nDNWXp2kQSM](https://www.youtube.com/watch?v=nDNWXp2kQSM) (zaffeh)
- [https://www.youtube.com/watch?v=57_Wjbr3voA](https://www.youtube.com/watch?v=57_Wjbr3voA) (Lebanon)
- [https://www.youtube.com/watch?v=BfbOLgXqbFY](https://www.youtube.com/watch?v=BfbOLgXqbFY) (Lebanon)
- [https://www.youtube.com/watch?v=zwQX8fudCvQ](https://www.youtube.com/watch?v=zwQX8fudCvQ) (zaffa from Egypt)
- [https://www.youtube.com/watch?v=fRx1CHDNFH8](https://www.youtube.com/watch?v=fRx1CHDNFH8) (Henna Party from Morocco)
- [https://www.youtube.com/watch?v=3ekTLPA2d1I](https://www.youtube.com/watch?v=3ekTLPA2d1I) (Henna from Jordan)
- [https://www.youtube.com/watch?v=q8OoTRD6HhM](https://www.youtube.com/watch?v=q8OoTRD6HhM) (Henna from Sudan)
- [http://www.youtube.com/watch?v=aU7yg_lxwkg](http://www.youtube.com/watch?v=aU7yg_lxwkg) (Marriage memories and traditions from across the Arab World)
- [http://www.youtube.com/watch?v=yyCggNheY8E](http://www.youtube.com/watch?v=yyCggNheY8E) (Traditional “tuhoor” celebration
- [http://samou.ahlamontada.com/t177-topic](http://samou.ahlamontada.com/t177-topic) (tribal peace treaty)
- [http://www.youtube.com/watch?v=LGcX1ATegVg](http://www.youtube.com/watch?v=LGcX1ATegVg) (Al Uduan tribe peace treaty)
- [http://www.youtube.com/watch?v=bSh9WnH7Hrs](http://www.youtube.com/watch?v=bSh9WnH7Hrs) (Al Ayyad peace treaty)
• http://www.youtube.com/watch?v=V2OyuB3trEg (Atwa in Madaba)
• http://www.laits.utexas.edu/aswaat/ (Aswaat Arabiya – videos of the different dialects spoken across the Arab World)
• http://www.youtube.com/watch?v=Prifvmo1RKY (Prepositions)
• http://www.youtube.com/watch?v=OJmDb0N8FZI (Dual nouns)
• http://www.youtube.com/watch?v=bhvn77SdwtI (Derivation and pattern system)
• http://www.youtube.com/watch?v=9zXJUVHEyU (Derivation and words in the Arabic language)
• http://www.youtube.com/watch?v=eZrPS4vrYy4 (Idafaa)
• http://www.youtube.com/watch?v=fbCs5Nn3R98 (Pronouns and verbs game)
• http://www.youtube.com/watch?v=sH3CmF1Kr4g (Masculine plural nouns)
• http://www.youtube.com/watch?v=ZYAfapVfZPk (Feminine plural nouns)
• http://www.youtube.com/watch?v=T8p9i01H5H8 (AlAdha Celebrations)
• http://www.youtube.com/watch?v=OiGavz6i5d0 (Traditions and customs in Jordan)
• http://www.youtube.com/watch?v=QGBCn7xaaw4 (customs in the different occasions in Jordan)
• http://www.youtube.com/watch?v=aSU47sdS2a48 (traditions from the UAE)
• http://www.youtube.com/watch?v=jydxM87KSns (traditions from Morocco)
• http://www.youtube.com/watch?v=gvyM9RBrQvgw (traditions from Egypt – pictures and captions)
• http://www.ahewar.org/debat/show.art.asp?aid=139297 (Article in Arabic – Family relations and upbringing in the Arab World)
• http://www.arabphilosophers.com/Arabic/adiscourse/aarabic/arabic_articles/Identity/Arabic_Identity_History.htm (Arabic article on Arab identity)
• www.storify.com (authentic material source)

**Learning Activities**

• Listen to conversation scenarios
• Watch videos related to the material
• Respond to specific questions
• Role-play different celebrations and family rituals
• Make a poster about your family members with brief description, or prepare a photostory or PPT with captions.
• Use a Venn diagram to compare and contrast aspects of Western and Arab societies
• Pair and group work to practice conversation scenarios and conduct research on family celebrations and traditions
• Read from a variety of media resources to find information on social customs and traditions in the Arab World
• Read Arabic literature to gain understanding of social structure
• In class group activities using games and manipulatives to practice using vocabulary, as well as reading and writing exercises
• Summarize research; rewrite a story
• Sony computer lab for interactive lessons and activities
• Prepare lessons at home
• Present in front of a group.

Assessment/Projects

Summative Assessments

Interpretive tasks:
• From authentic printed and video internet resources (articles and videos), students will gather and analyze information about social structure, extended families, social and religious traditions and customs across the Arabic speaking countries.
• Students will listen to guests who are native speakers of Arabic from different Arab countries (Jordan, Morocco, Lebanon, Egypt, Syria, and Qatar) with the purpose of identifying and recognizing the different regional accents.
• Students will each choose a country to research its traditions and customs; they will use this information to present their understanding by using graphic organizers or PPT presentations.
• Students will present their findings to other students and listen to peer presentations to draw further conclusions for their final presentation.
• Students will study a family tree of one of Jordan’s largest clans; they will look for kinship patterns and recognize the focus on the male lineage.

Interpersonal tasks:
• Students will have class discussions with a native speaker from a Bedouin tribe in Jordan (via Skype) about their unique traditions.
• Students will use a question/answer format to discuss main differences between Western and Arab societies. In pairs, students will make use a Venn diagram to record these comparisons and present to class.
• Students will role-play different scenarios demonstrating their understanding of the family unit and social customs and beliefs in the Arab World.
• Students will have a conversation with a partner about how they celebrate their favorite holiday with their family.

Presentational tasks:
• Students will prepare a PPT presentation on the different traditions and customs of various Arab countries; they will present
• Students will use a Venn diagram to compare and contrast societies in the Western and 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 iPad and the iMovie app to make movie demonstrating a social celebration in an Arab country (marriage, circumcision, henna party, etc.); movie will be presented to class.

**Formative Assessments:**

<table>
<thead>
<tr>
<th>Examples</th>
<th>Brief description</th>
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</table>
| Internet Research | • Students will research traditions and rituals as well as main beliefs in the Arab World  
                   • Students will research family and social structure in Arab countries  
                   • Students will conduct research to compare/contrast the family unit/extended families in the U.S. and Arab countries |
| Role play         | • Students will role-play different celebrations and family rituals from across the Arab World (Eid rituals, family visits and celebrations, etc.) |
| Verbal            | • Students will present their PPT on traditions of different Arab countries  
                   • Students will ask questions when they meet the Bedouin guest on Skype. |
| Written           | • Students will participate in written essay exams and spelling tests on a weekly basis. |
| 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. |
- Students will write notes on a plus/delta chart to check if they met their goals

<table>
<thead>
<tr>
<th><strong>TEKS/ Student Expectations</strong></th>
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<tbody>
<tr>
<td>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</td>
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</tbody>
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<thead>
<tr>
<th><strong>ACTFL Standards</strong></th>
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<tbody>
<tr>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>o <strong>Standard 1.2:</strong> Students understand and interpret written and spoken language on a variety of topics.</td>
</tr>
<tr>
<td>o <strong>Standard 1.3:</strong> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td>
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<tr>
<td><strong>Cultures</strong></td>
</tr>
<tr>
<td>o <strong>Standard 2.1:</strong> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</td>
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<tr>
<td><strong>Connections</strong></td>
</tr>
<tr>
<td>o <strong>Standard 3.1:</strong> Students reinforce and further their knowledge of other disciplines through the foreign language.</td>
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<tr>
<td><strong>Comparisons</strong></td>
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<tr>
<td>o <strong>Standard 4.2:</strong> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</td>
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<tr>
<td><strong>Communities</strong></td>
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<tr>
<td>o <strong>Standard 5.2:</strong> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</td>
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<tr>
<th><strong>Listening/ Reading/ Speaking/Writing:</strong></th>
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<tr>
<td><strong>Listening:</strong> students listen to language examples from teacher, native speakers/guests, videos from YouTube and other sources on different aspects of Arab society, family, identity, and customs and traditions.</td>
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<tr>
<td><strong>Speaking:</strong> students practice pronouncing and using vocabulary words in different contexts, such as to converse with a partner, role-play, or present to class; work in pairs to have a conversation about their own family traditions and celebrations during special occasions; present research on Arab country traditions and comparisons between Western and Arab societies.</td>
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<tr>
<td><strong>Reading:</strong> students read articles on social structure, family unit, Arab identity, and traditions and customs in the Arab World; they read short novels (excerpts from literature) illustrating family life in the Arab World.</td>
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</tbody>
</table>
• **Writing:** students write summary of their research findings on society comparison; they apply knowledge of grammar points by forming sentences describing aspects of Arab societies and social relationships; rewrite in their own words a story they read about an Arab family; they type phrases and captions when making the presentations about family members or writing descriptions to prepare a poster.

**Interpersonal Communication:**
- Students work in pairs or in small groups to create skits and practice conversations related to social issues in Arab societies.
- They will interview a native speaker on the special and unique traditions of Bedouin tribes.

**Interpretive Communication:**
- Students will listen to language examples presented by the teacher;
- They will respond to specific questions and videotaped scenarios;
- They will understand and recognize the many different traditions and social and religious customs across the Arab World by watching videos and listening to explanation from natives or from reading articles.

**Presentational Communication:**
- Students will present the skits on celebrations and traditions,
- They will present their PPTs and research findings on aspects of Arab societies compared to Western societies, and on customs of different Arab countries.