Scope and Sequence
Grade Level: 11th
Unit 3: The Media and Communication

Focus Questions:

1. What are the different types of media?
2. What are methods of communication?
3. How does the media shape our perception of events?
4. What are types of social media?
5. What is the purpose and uses of media?
6. How does the media influence your mind and body?
7. What is bias, and what biases do certain media have?
8. How can we make our own media that is free of bias and stereotypes?

Can Do:

1. List types of media in order of most popular.
2. Identify the vocabulary and background associated with media and use them in meaningful conversation.
3. Describe types of media orally and in written form.
4. Talk about the role of media in my life.
5. Create my own media messages.
6. Research and evaluate different types of media.
7. Summarize the main points in a news article and share it with others.
8. Exchange emails with native speakers.
9. Communicate with peers via social media networks
10. Ask and answer questions about someone’s interests when it comes to the different types of media.
11. Apply newly learned vocabulary and functional chunks in class discussion and writing.
12. Write about the topic I like.
13. Read a literary work and discuss it with peers.
14. Express my ideas and informed opinions after conducting research.

<table>
<thead>
<tr>
<th>Subunit 1 (15 days)</th>
<th>Types of media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subunit 2 (15 days)</td>
<td>Social media</td>
</tr>
<tr>
<td>Subunit 3 (15 days)</td>
<td>Bias in the media, Censorship</td>
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### Cultural


Subunit 2: The role of social media in the revolutions of the Arab Spring

Subunit 3: Internet shutdowns during the Arab Spring in many Arab countries; government control over the media

### Vocabulary

<table>
<thead>
<tr>
<th>Media</th>
<th>إعلام</th>
<th>journalist</th>
<th>صحفي</th>
<th>Message</th>
<th>رسالة</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>إتصالات</td>
<td>Print</td>
<td>المطبوع</td>
<td>Report</td>
<td>تقرير</td>
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<tr>
<td>Mass media</td>
<td>إعلام جماهيري/عام</td>
<td>Electronic</td>
<td>الإلكتروني</td>
<td>Journalism</td>
<td>الصحافة</td>
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<tr>
<td>Information</td>
<td>معلومات</td>
<td>Article</td>
<td>مقالة</td>
<td>public</td>
<td>عام</td>
</tr>
<tr>
<td>Newspaper</td>
<td>جريدة/صحيفة</td>
<td>Communicate</td>
<td>ي التواصل</td>
<td>Program</td>
<td>برنامج</td>
</tr>
<tr>
<td>Radio</td>
<td>الإذاعة</td>
<td>Send</td>
<td>يرسل</td>
<td>read</td>
<td>يقرأ</td>
</tr>
<tr>
<td>Television</td>
<td>التلفزيون</td>
<td>Broadcast</td>
<td>نشرة إخبارية</td>
<td>Watch</td>
<td>يشاهد</td>
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<tr>
<td>Internet</td>
<td>الإنترنت</td>
<td>news</td>
<td>أخبار</td>
<td>Surf</td>
<td>يتصفح</td>
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<tr>
<td>Subunit 2:</td>
<td>Social</td>
<td>Media</td>
<td>Website</td>
<td>Blog</td>
<td>Link</td>
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<td></td>
<td>إجتماعي</td>
<td>إعلام</td>
<td>موقع</td>
<td>بلوغ</td>
<td>رابط</td>
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<tr>
<td></td>
<td>Click</td>
<td>Surf</td>
<td>Search</td>
<td>Download</td>
<td>Navigate</td>
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<td></td>
<td>أنقر</td>
<td>يتصفح</td>
<td>يبحث</td>
<td>تحميل/تنزيل</td>
<td>يبحث</td>
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<tr>
<td></td>
<td>Twitter</td>
<td>Tweet</td>
<td>Instagram</td>
<td>Google</td>
<td>Research</td>
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<thead>
<tr>
<th>Subunit 3:</th>
<th>Bias</th>
<th>Prejudice</th>
<th>Power</th>
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<tbody>
<tr>
<td></td>
<td>انحياز</td>
<td>تحيز</td>
<td>قوة</td>
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<tr>
<td>Censorship</td>
<td>نقابة</td>
<td>تحدي</td>
<td>المبادئ التوجيهية</td>
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<tr>
<td>Government</td>
<td>حكومة</td>
<td>عادل</td>
<td>منظور</td>
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<tr>
<td>Politically correct</td>
<td>صحيح سياسيا</td>
<td>عنصري</td>
<td>رسمي</td>
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<tr>
<td>Culturally appropriate</td>
<td>مناسب تفافيا</td>
<td>مصدر</td>
<td>جنس</td>
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<tr>
<td>Political discourse</td>
<td>الخطاب السياسي</td>
<td>عادل</td>
<td>محاذة</td>
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<tr>
<td>Racism</td>
<td>عنصرية</td>
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<thead>
<tr>
<th>Grammar/ Writing Conventions</th>
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<tbody>
<tr>
<td>1. More on noun-adjective</td>
</tr>
<tr>
<td>2. Coupling</td>
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<td>3. More on type of sentences</td>
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<td>4. More on verb conjugation</td>
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<td>5. Polite expressions for letters, messages, and correspondence</td>
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Teacher Resources:

Teacher developed materials (PPTs, worksheets, texts, assessments and rubrics, recordings); authentic materials (realia, newspapers, magazines, trade books, etc.); Technology: Sony Lab, Whiteboard, iPod, iPad, cell phone, radio)

online resources:
http://arabic-media.com/arabicnews.htm (Arabic newspapers form across the Arab World)
http://www.alarabiya.net/default.html. (Al-Arabiyya in Arabic)
http://www.aljazeera.net. (The website for the news network Al-Jazeera in Arabic)
http://www.majalla.com/ar/ (The online version of a magazine on politics, culture, current events, economics, and cultural affairs)
http://www.kidon.com/media-link/arabic.php (A list of newspaper and media links categorized by Arab country)
http://www.sayidaty.net/ (Online Arab women’s magazine, fashion, beauty, health, celebrity news, music, art, & cuisine trends)
http://www.mbc.net/ar.html (MBC)
http://www.lbcgroup.tv/ (LBC)
http://www.rotana.net/en (Rotana)
http://www.liveonlineradio.net/arabic/rotana-radio.htm (Rotana Radio)
http://cnpublications.net/2009/04/18/arab-media-bias-obstructs-peace/ (Arab media bias)
http://www.youtube.com/watch?v=lugFgJn9kri (Reel Bad Arab by Jack Shaheen)
http://www.youtube.com/watch?v=KJ9xMx1XK2c (Asal Aswad)
http://www.youtube.com/watch?v=FbfDARdEN08 (Grammar- nouns and adjectives)
http://www.youtube.com/watch?v=6IQY1tTDL_Q (Nominal and verbal sentences)
Learning Activities

- List types of media and compare that to a list from 20 years ago (using a graphic organizer)
- Listen to conversation scenarios from news programs and TV shows
- Watch videos (movie) related to the material
- Respond to specific questions, and answer using meaningful sentences and applying correct grammar.
- Make flashcards for new vocabulary and phrases
- Read and summarize a news article.
- View and evaluate websites.
- Communicate with peers from Qatar, Jordan, and Morocco via a social networking site (Skype, Google hangout, etc.)
- Write an email and blog posts/comments.
- Sony computer lab for research, interactive lessons and activities
- Prepare lessons at home
- Present in front of a group.

Assessment/Projects

Summative Assessments

Interpretive tasks:

- Students will watch the Egyptian movie “Asal Aswad”. They will fill out a graphic organizer that will help them evaluate the message of the movie as well make comparisons between certain aspects of life in Egypt and the U.S. They will use this graphic organizer to discuss their findings with the group.
- Students will be given two websites to evaluate in terms of bias. They will attempt to identify it. Students will work in pairs.
- Students will evaluate the content of a PPT presentation on social media and its impact on the younger generation. In pairs they will add key details to the presentation based on what they already know.
- Students will conduct research on the impact of social media on the Arab Spring. Students will have guided questions to help them with their research.

Interpersonal tasks:

- Each student will design their own blog. Students will then interact with each other and have a conversation where they get to ask and answer questions to discuss the topic and purpose of their blog is.
- Students will participate in an activity where small groups will each have an envelope with questions about one social media network (for example Facebook) to evaluate the site and come up with a list of its pros and cons, as well as describe what role
social media plays in their life and how it affects them.

- Students will have a Skype (hangout) session with peers from Qatar to discuss a book they have read.
- Students will meet with peers from different Arab countries to discuss their use of social media and compare that to their own.

**Presentational tasks:**

- Each student will select a media tool and prepare a 5 minute presentation that includes: the type of tool, history/development of the tool, and what it is used for. The presentation should include slides and demonstration of the tool, with captions in Arabic.
- In pairs, students will choose a media type they want to design: poster, song, radio, show/podcast program, TV show, movie, video game, website, magazine, newspaper, or book. They will use this media to convey a message of their choice that is free of bias and stereotypes and has a positive message. Students will choose who their audience will be and they will present it to class.
- Students will write an email to a friend they met in Qatar or Morocco during their student trip. They will use appropriate greetings and invite them to come, giving them reasons why they should come to visit.
- Students will write a blog post (tweet, Facebook post, etc) on the classroom Facebook page saying something about their Arabic class and telling them why they should study a foreign language.

### Formative Assessments

<table>
<thead>
<tr>
<th>Examples</th>
<th>Brief description</th>
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<tbody>
<tr>
<td>Internet research</td>
<td>• Students will research different topics throughout the unit: media types past and present, media bias in the Arab World and U.S., social networking sites and what makes them successful.</td>
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</tbody>
</table>
| Role play                 | • Students will role-play a chat room scene using their iPads (written and oral)
                             | • Students will role play news anchors/reporters and report on current events in one Arab country of their choice. |
| Verbal                                      | • Students will participate in several interpersonal activities including:  
|                                            |   o Participate in a game (Number Heads Together) to share what role the media plays in their lives.  
|                                            |   o Share opinion with peers on an ongoing basis as topics are introduced.  
|                                            |   o Skype with peers from different Arab countries to talk about similar interests and activities.  |
| 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  |
| Written                                    | • List types of media and compare that to a list from 20 years ago using a graphic organizer.  
|                                            | • Use words learned and types of media to generate sentences describing these media types.  
|                                            | • Students will summarize a news article on a current event.  
|                                            | • Students will take weekly spelling quizzes.  |

**TEKS/ Student Expectations**  
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  

**ACTFL Standards**  
• Communication
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

  - **Cultures**
    - **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

  - **Connections**
    - **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

  - **Comparisons**
    - **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

  - **Communities**
    - **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

### Listening/ Reading/ Speaking/Writing:

- **Listening:** students listen to language examples from teacher, native speakers/guests, videos from YouTube, news casts, and other sources to gain more insights on Arab culture, and specifically related to communication and social media.
- **Speaking:** students practice pronouncing and using vocabulary words in different contexts, such as to converse with a partner, debate, communicate with peers via social media, or present to class.
- **Reading:** students read current event articles, a short story, a blog post or website on media bias, etc.
- **Writing:** students write summary of their research findings on social media and the younger generation; they apply knowledge of grammar points by forming sentences describing the different media types.

### Interpersonal Communication:

- Students work in pairs or in small groups (participate in games) to discuss different aspects of the media (types, social media and its impact, bias in the media, etc.)
- They will speak with peers (native speaker) on media issues.

### Interpretive Communication:

- Students will listen to language examples presented by the teacher and other sources;
- They will respond to specific questions and videotaped scenarios;
- Students will look for a current event happening in the Arab World on one of the news websites that they summarize and share with the class.
**Presentational Communication:**

- Students will share their article summary.
- They will present their PPTs on media types.
- Students will present their media design.
- Students will write an email to a friend.
- Students will write a blog post (tweet, Facebook post, etc.)