

Lewiston High School- Course Outline
Arabic Course Syllabus
Course Title: Arabic I
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TCLP (Teachers of Critical Languages program 2018-2019)

Introduction and Course description:

Arabic I lays the foundation for students to use Arabic effectively as a means of practical communication. There is a strong emphasis on Arabic as a foreign language of choice in diplomacy, finance, travel, politics and law. Students will have good understanding of the geographic location of Arabic speaking countries throughout the Middle East and an overview of their culture and history. The study of Arabic will encourage the students to develop respect to other culture and will provide skills needed to facilitate studies of more language. . Students will develop the four basic language skills of listening comprehension, speaking, reading and writing in units with themes on aspects of life in Arabic speaking countries.

The foreign language goals are written for the level at which the student is enrolled. Grammatical structure, vocabulary and pronunciation will be incorporated in all the goal areas.

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The course addresses the following:

Communication

Students will use language for communication in "real life" situations. Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

Cultures

Cultural understanding is an important part of world languages education. Students will experience Arabic culture to develop a better understanding and appreciation of the relationship between the language and culture, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

Connections

Arabic instruction must be connected with other subject areas. Content from other subject areas is integrated with Arabic instruction through lessons that are developed around common themes.

Comparisons

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

Communities

Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society.

Intercultural awareness:

Arabic is spoken by over 400 million people in Asia and Africa. It is the official language of Algeria , Djibouti, Egypt, Iraq, Jordan , Kuwait , Lebanon, Libya, Mauritania, Morocco, Oman , Palestine , Saudi Arabia, Sudan, Syria, Tunisia, United Arab Emirates, Western Sahara , Yemen and is widely spoken in Somalia. Arabic is one of the six official Languages of the United Nations.

Arabic is the language of the Holy Qur'an which preserved the original form of Arabic that was in use in the seventh century.

Arabic is read from right to left with 28 letters. Modern standardized Arabic is the official language of the Arab world is slightly modified form of the classical Arabic found in the Quran. Classical Language is known as Fus'ha and is used in written texts & spoken in formal occasions such as speeches, sermons and the news. There are also many forms of spoken colloquial Arabic that is used daily in homes, streets, shops ,..etc.

Studying Arabic can open you to a world that can take you to understanding Arab culture, Muslim world, Current politics and answer many questions that you wonder about .Broaden your horizons and learning more about other cultures will enhance your skills and broaden your opportunities.

Activities may include:

Field trips, use of e-mail and the World Wide Web, an Arabic club, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.

Course Content:

1- Getting Acquainted

- Greetings
- Self introductions
- To recognize appropriate cultural salutations based on gender differences
- Identifying objects and sizes
- Alphabet & pronunciation rules (diacritical stress marks)
- Writing one sentence.

2-People I know

- Family
- School community.
- Relatives
- Friends
- Likes and dislikes
- Pronouns and possessives
- Alphabet & pronunciation rules
- Writing two sentences.

3- Food we eat

- Fruit
- Vegetables
- Egyptian delights
- Recipes
- Menus
- Write three sentences

4-where I live

- Geography
- Neighborhood
- Definite and indefinite articles
- Using pronouns
- Colors
- Plurals

5- Animals

- describing animals
- Opposites
- Adjectives
- Pronouns

6-Happy moments

- Months, Seasons, Days of the week
- Traditional festivals in Egypt & U.S (Happy feast- Easter-etc.)
- Holidays
- Spring
- Let's plant
- Adjectives
- Alphabet & pronunciation rules
- Writing two sentences.

7- Story Time

- Reading stories
- Reorder story events
- Writing a six lines story.

Course Requirements:

Students are required to complete all homework, projects, class assignments, quizzes and tests. Students must also participate in oral class activities such as communicative or paired activities, role play and dialogues. Arabic I students are expected to maintain an organized binder or an accordion folder in which to keep class work and homework. Good attendance and consistent practice are very important in foreign language study.

Grade Components/Assessments:

Grades will be based on a point system. Generally, homework will make up 10%, projects make up 15%, oral assessments 20%, written assessment 40% and class participation 15%.

Assessments:

- Tests and quizzes (vocabulary, grammar and reading)
- Student interview (student provides information about himself/herself)
- Projects
- Listening comprehension test

#Common Qualifying Formative Assessments (passport):

-For **interpretive reading and listening**: Students will be listening to native speakers introducing themselves (from video or recording), so they later can answer questions about the text.

- For **interpersonal speaking**: Students will be put in pairs and given a choice of 2 or 3 scenarios. Students will be required to know how to ask and answer questions about themselves.

- For **presentational speaking** : Students introduce themselves in a telephone call saying their names ages where they are from where they study, why they want to learn Arabic using target language in short simple sentences.

Human Ingenuity:

- Understand and appreciate Arabic Calligraphy arts and their influence in the world.
- Explore the creativity of Arabic architecture.
- Identify Arab Nobel prizewinners and their accomplishments.
- Create projects representing knowledge of Arabic culture.

Course policies and expectations:

• **Attendance**: Due to the nature of the course, regular attendance is essential to be able to succeed in class. If a student is absent, it is his/her responsibility to contact the teacher and schedule extra help or make-up. Students are given 10 school days to make up work after a grade is posted. Extenuating or exceptional circumstances may grant additional time under guidance and/or administration's approval.

- **Punctuality:** Being on time is a sign of work ethic. Chronically late students will be referred to an administrator and parents will be notified.
 - **Respect:** Students are expected to treat others with respect in order to create a safe and harmonious learning environment.
 - **Responsibility:** Students are expected to accept responsibility for their actions and will be held accountable in an appropriate manner, as stated in the LHS student's manual. Students are expected to do all the work in a timely manner and to make-up missing/ substandard work during the ten-day period following an assessment.
 - **Participation:** Students are expected to be prepared and to actively participate in class activities and discussions. While participation does not count as an academic grade, it is assessed in our Habits of Work (HOW) rubric.
- HOW** scores and academic scores are counted for eligibility for sports and extracurricular activities.

Resources:

- Power point presentations.
- Transparencies.
- Guest Speakers.
- Vocabulary and grammar Handouts.
- www.memrise.com
- Kahoot, Youtube & different websites.

Pathway: This course is appropriate for students pursuing a traditional academic pathway in any of the career clusters.

Required Summer Readings:

There are no required summer readings.