SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title:** **If Title Change, Previous Title:** **Arabic 1**	7. **Action** X New Course ▢ Course Revision ▢ Title Change Only
2. Date Submitted: **11/15/2017**	8. **Grade Level**(s) ▢ 6 X 9 X 11 ▢ 7 X 10 X 12 ▢ 8
3. Transcript Title/Abbreviation(s) TBD	**9. Prerequisites** (Please list.) ▢ Required ▢ Recommended
4. Transcript Course Code/Course Number : TBD	**10. Seeking Program Distinction?** ▢ YES (Check one below.) X NO ▢Honors ▢ AP ▢Other
5. Subject Area Arabic	11. **Is this a CTE course?** ▢ YES ▢ NO **If YES, complete Section C**
6. **Department** World Languages Department	12. **Previously approved by UC?** ▢ YES ▢ NO ▢ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ▢ NA for 6th-8th ▢**YES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**▢ **Proposing eligibility?**▢ NA for 6th-8th ▢**YES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**X **f**▢ **g**▢ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ▢ 0.5 (semester or half-year x 1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other
15. School Contact and Course Developer Name: Najat Rose Phone: (510)618-4600 Ext: 2353	

Email: nrose@slusd.us
Position: **Teacher**

16. Approval Signatures: **Approval Date:**



DISTRICT OFFICE USE ONLY
Date approved by Board Curriculum Committee 1-24-18
Date approved by Board

SECTION B. COURSE CONTENT

17. Course Description

Arabic 101 is beginning level course in modern standard Arabic, designed for students with no prior knowledge of, or experience with, Arabic. This course will introduce students to the listening, speaking, reading and writing skills in the standard means of communication in the Arab World. Students are introduced to cultural aspects of the Arabic speaking world.

18. Course Goals and/or Major Student Outcomes

1.Successfully manage in Arabic, using basic sentence patterns, a number of uncomplicated conversational tasks in straightforward social situations.
2.Distinguish the sound and writing system of Arabic.
3.Understand and use formulaic and functional phrases.
4.Ask simple questions and use numbers and counting.
5.Understand a range of cultural values, attitudes and behaviors, and briefly understand the history of the Arab World and its language.

19. Course Objectives (standards)

Listening and Reading (Individual Performance)	understands learned words and phrases in authentic texts (oral/written) dealing with common daily topics and discrete elements of life
Listening and Reading (Pair/Group Performance)	understands learned words and phrases in authentic interactions about texts (oral/written) dealing with common daily topics and discrete elements of life
Speaking and Writing (Individual Performance)	produces learned words and phrases dealing with common daily topics and discrete elements of life in a manner comprehensible to highly-sympathetic listeners and readers

Speaking and Writing (Pair/Group Performance)	produces learned words and phrases in authentic interactions dealing with common daily topics and discrete elements of life in a manner comprehensible to highly-sympathetic listeners and readers
Culture (Use)	uses, produces culturally appropriate artifacts; engages in culturally appropriate behavior; demonstrates cultural knowledge linked to stage and age appropriate topics
Culture (Comparisons)	identifies similarities and differences within the target cultures and among the students' own cultures that are linked to stage and age appropriate topics
Topic	addresses discrete elements of life and corresponding target culture perspectives; uses stage and age appropriate vocabulary to carry out tasks associated with selected topics
Setting	functions in common daily settings for which they have rehearsed with highly-sympathetic natives; initiates or participates in stage and age appropriate cultural or language use opportunities outside the classroom
Structure	uses structures that permit the comprehension and production of learned words and phrases; identifies stage-appropriate similarities and differences within the target language system and among other languages known

20. Course Outline

Instructional Units, approximately four weeks in duration	*Concepts*	*Skills and vocabulary*

1. Introducing the Arabic-Speaking World Outcomes: - Give personal information orally in response to guided questions. - Identify Arabic-speaking countries on a world map. - Write names and nationalities in Arabic	- Understand terms “Arab World”, “Middle East”, and the diversity of the Arab World. - Understand cultural protocols and manners for introducing people. - Understand basic courtesies. - Begin to understand how social and geographical factors affect cultural practices.	- Respond to personalized questions, information about self - Ask and answer short questions: yes/no, either/or - Basic courtesy phrases - Alphabet and letter formation - Pronunciation of letters - Identify aural, visual and context clues - Respond to directions, instructions and commands - Recognize short familiar words written and spoken, e.g. names, - Personal information - Nationalities, names of countries Introduce the structure of Arabic sentences, verb, noun and particle.
2. School in the Arabic-Speaking World Outcomes: - Tell school schedule to a partner. - Tell how students get to school - Match labels of classroom objects with Arabic word - Read a simple information in Arabic about schools - Research an Arabic-speaking country and present poster	- Begin to understand how school is different in the United States and in the Arabic-speaking world - Begin to understand how life is different living in the Arabic-speaking world	- Tell time - Talk about a daily routine, getting ready for school - Ask questions: yes/no, either/or, who, what, when, how? - Describe school, classroom, objects, people - Describe a daily schedule - Express likes and dislikes - Modes of transportation, occupations - Introduce negation. - “Nisba” adjectives, gender, present tense of verbs, single pronouns.

3. Life at Home in the Arabic-Speaking World Outcomes: - Draw and label a family tree. - Label and categorize household objects. - Describe a house. - Host an Open House for the Arabic-speaking community. - Serve foods from local Middle Eastern restaurants. - Describe a family, e.g., occupations, work, likes and dislikes, appearance, positions within the family.	- Begin to understand what a typical family is like in the Arabic-speaking world - Learn about kinds of homes in the Arabic-speaking world - Begin to understand the concept of the extended family in Arab cultures. - Understand terms that represent family relationships.	- Ask questions about home and family (what, who, where, how). - Describe people/things, i.e. colors, size. - Describe yourself within the family. - Use numbers for addresses, phone numbers, ages. - Vocabulary for occupations, home, household. -The verbal noun (*Masdar*). - Present tense of verbs, negation. - Plurals.
4. Food and Markets in the Arabic-Speaking World Outcomes: - Make an illustrated picture dictionary of foods. - Keep daily notes in student journal in Arabic about food eaten daily. - Fill a grocery bag with food items and tell what you bought, how much, what it cost and where you bought it.	- Learn how foods are similar and different in the United States and in the Arabic-speaking world - Learn about dishes in the Arabic- speaking world - Learn about markets in the Arabic-speaking world	- Identify foods. - Describe foods and objects by colors, size. - Use numbers to tell prices. - Recognize some of the different currencies used in the Arabic-speaking world. - Use question words to ask questions on familiar topics. - Definite and indefinite nouns.
5. Eating Out in the Arabic-Speaking World Outcomes: - Role-play ordering from a menu in a restaurant and paying a bill. - Categorize foods for a menu. - Make a menu written in	- Learn what kinds of restaurants there are in the Arabic-speaking world - Learn the perspectives of Arabic-speakers on “eating out”	- Make polite requests and responses. - Read a menu and order food in a restaurant. - Label food objects in Arabic - Write prices in Arabic. - Recognize currency of Arabic countries. - Use questions: Are you, do you, who, what, where? - Use Nisba adjectives. - Use negation (with Leysa)

Arabic with prices in Arabic currency.		- Use pronouns
6. Clothes in the Arabic-Speaking World Outcomes: - Role-play a situation in a clothing store. - Match Arabic labels with clothing. - Read short descriptions on clothes	- Learn about the typical types of dress in the Arabic-speaking world - Learn about what to wear when visiting an Arabic-speaking country - Learn to use appropriate cultural exchanges for purchasing clothing	- Ask and answer simple questions in context: yes/no, either/or, who, what, where, when, why, how much? - Label clothing items in Arabic. - Write numbers, prices, currency - Describe seasons. - Use calendars. - Describe clothing. - Label objects. Write - Write numbers.
7. The Geography of the Arabic-Speaking World Outcomes: - Label maps of Arabic-speaking countries - Present where countries are located, their major physical features, their natural resources and respond to questions about presentations.	- Learn about what is unique about the countries in the Arabic-speaking world - Describe culturally significant practices of the country - Identify social and geographical factors that affect cultural practices	- Describe natural and physical characteristics of a country. - Identify geographical features – countries, location, and cities. - Label animals, plants, minerals, and other natural resources. - Categorize animal and plant words by locations and type. - Use question words: who, what, where, from, where, when, why, how much, how many?
8. Healthful Living in the Arabic-Speaking World. Outcomes: - Role-play a visit to a doctor visit (describe symptoms, give recommendations for treatment)	- Learn about healthy living in the Arabic-speaking world	- State feelings, emotions, states of health. - Label parts of the body. - Doctors, common medicines and treatments. - Use nominal sentences. - Use prepositions.

9. Sports and Fitness in the Arabic-Speaking World. Outcomes: - Watch a video of a soccer game and tell who played and who won or lost. Tell how well they played and the score. - Name the players and positions on a team. - Write and give cheer for a game. - Play a soccer game communicating in Arabic - Tell about the game and what happened.	- Learn about sports that are popular in the Arabic-speaking world	- Describe sports, activities, and team positions - Use complete sentences and questions. - Use action verbs. - Learn verb-subject agreement. - Use negation. - Change between verbal and nominal sentences.
10. Vacation in the Arabic-Speaking World.	- Learn about vacation in the Arabic-speaking world	- List and describe activities. - Ask questions about plans. - Use future tense (limited to basic, formulaic phrases).

21. Instructional Materials:

Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi, ***Alif Baa: Introduction to Arabic Letters and Sounds***
Brustad, Al-Batal, Al-Tonsi; ***Al-Kitaab fii Taᶜallum al-ᶜArabiyya***

Supplementary materials

22. Instructional Methods and/ Strategies (Key Assignments)

Learners are provided opportunities to participate in interpersonal, interpretive, and presentational communication; experience cultural products and practices and reflect on the perspectives that underlie them; acquire knowledge and new perspectives from target language sources; learn about the nature of language and culture and how each manifests itself in human communication; and take language beyond the classroom in real-world interactions.

Outcomes: Instructors begin each unit by identifying the tasks students will be able to perform upon its completion. They establish three sets of objectives: for knowledge, for communication, and for control of vocabulary and structure.

Exploratory Activities are designed to spark student interest in the themes developed, to tap into student knowledge of the topics presented, and to familiarize them with the content necessary for the comprehension and production of messages. They consist of interactive formats in which the students and the instructor generate the information necessary to participate in subsequent activities. Representative structures include: personalized questions and completions; clusters and quick-writes; surveys and interviews; and vocabulary expansion/academic resource activities.

Reading/Listening Texts are designed to develop receptive proficiency, the ability to understand the content of the lesson. Content (input) is made comprehensible in early texts through the selection of topics that reflect the world of the learner. Initially, students are assisted in identifying the main ideas and supporting details in informal and concrete texts. Over time, formal texts treating more abstract topics are introduced. With all texts, learners are guided through the reading/listening process by means of personalized, analytic and synthetic prompts which model the higher level thinking skills necessary for independent academic purposes. Closure activities require students to reflect on and apply in personal ways the lessons learned from the texts' themes.

Analysis and Discovery of Grammar is designed to develop accuracy necessary for high quality comprehension and production of messages. Student knowledge of the language is validated when they are asked to produce examples using their intuitions and innate linguistic competence. Knowledge that students do not yet possess (exceptions to rules, standard variations and grammatical terms) is taught interactively using a programmed approach.

Meaningful and Personalized Guided Practice (Input and Output Structures) provides students with opportunities to develop the control of discrete elements of form by practicing specific vocabulary and structures in controlled settings. This is necessary in order for students to comprehend and produce highly precise messages when they integrate, apply, and extend their language when carrying out real-world tasks. In guided practice activities, students are evaluated primarily on their control of the vocabulary and structures of the unit and secondarily on task completion. They may be receptive—requiring the processing of input, or productive—requiring the creation of output.

Integrative Application and Extension (Input and Output Structures) provides the learner with opportunities to use language for real-world purposes in culturally authentic situations. They may be receptive—requiring the processing of input, or productive—requiring the creation of output. These activities encourage learners to use all of the language they have at their disposal to accomplish tasks representative of those they might perform outside of the classroom. Activities of this type are not form-focused; the instructor facilitates but provides little external support. In application and extension activities, students are evaluated primarily on task completion and secondarily on the quantity and quality of the language they use.

Recycling, the systematic reentry of functions, content, contexts, text-types and expectations for accuracy, is a central part of instruction. It provides learners with opportunities to learn, relearn or solidify their control of previously practiced elements and experience their use in a variety of culturally valid, real-world settings. Additionally, it serves as both remediation and enrichment and thus provides an essential feature necessary for individualizing instruction.

Spiraling, the utilization of lower level functions, content, contexts, text-types and expectations for accuracy with those of a higher level, can also be used to individualize instruction. It addresses the needs of learners functioning within different stages and moves students at lower ranges to higher levels of performance.

Evaluation: Instructors will end each unit by determining the knowledge students have gained, by assessing the tasks they are able to perform, and by testing vocabulary items and grammatical structures for full control, partial control, and conceptual awareness as appropriate.

23. Assessment Methods and/or Tools

Quizzes: Students will be quizzed to assess mastery of lesson objective. Quizzes will reflect the unit theme. Quizzes will be formative in nature to ensure that students receive immediate feedback. Follow-up assignments will provide opportunities for re-teaching.

Benchmark Exam: Benchmark exams are structured around essential standards. Benchmark exams will include assessment in the four language skills: speaking, listening, reading and writing.

Summative Unit Exam: Summative unit exams will be developed based on data collected during the quizzes and benchmark exams, specific questions are re-tooled to individual needs to best reflect student growth and mastery.

Vocabulary, Grammar, Dialogue Assignments: Following specific teacher-led lectures and activities, students will have assignments reflecting their understanding of the lessons. These serve as notes of vocabulary, grammar and dialogue components students need to master for a given unit period. Additionally, based on vocabulary, grammar and dialogue student-lead activities, students will have assignments logging their progress which is another basis on developing notes for greater understanding.

Cumulative Unit Project Sequence: Unit projects will provide students opportunities to master individual sections and then put the parts together in a summative presentation. All unit projects aim to connect student language learning into real-life applicable situations which will build student' understanding on how language is used in the world and amongst people. Consideration is also given on building student engagement through projects, tapping into 21st Century Skills, social media, community and family and the international society.

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy.