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

1. **Course Title:** **If Title Change, Previous Title:** **Arabic for Arabic Speakers 1**	7. **Action** x New Course ▢ Course Revision ▢ Title Change Only
2. Date Submitted: **12/01/2017**	8. **Grade Level**(s) ▢ 6 x9 x11 ▢ 7 x10 x12 ▢ 8
3. Transcript Title/Abbreviation(s) TBD	**9. Prerequisites** (Please list.) X Required ▢ Recommended
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** ▢ YES (Check one below.) x NO ▢Honors ▢ AP ▢Other
5. Subject Area Arabic	11. **Is this a CTE course?** ▢ YES X 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 **XYES** ▢**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

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16. Approval Signatures: **Approval Date:**	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee 1/24/18** **Date approved by Board**

16. Approval Signatures: Approval Date:
Department Chair 12/11/17
Principal: 12/11/17

SECTION B. COURSE CONTENT

17. Course Description

A two-semester course for students with native or near native speaking fluency in Arabic. Content for the first semester provides students with opportunities to explore the nature and potential of being between worlds and moves them beyond themselves by highlighting the interpersonal world of family in which they function with facility. Content for the second semester links community, school, and the professions by bridging the informal settings of the home/neighborhood with the formal world of education, careers and the job market.

18.Course Goals and/or Major Student Outcomes

Learners are provided language-use activities that enable them to:
1. function in informal and some formal settings [contexts];
2.a. understand the main ideas and most supporting details in concrete, factual and some abstract texts (oral/written) [receptive functions];
2.b. produce paragraph level discourse: narration, description, explanation, discussion and supported opinion [productive functions];
3. deal with topics related to the external environment [content];
4. comprehend and produce oral and written paragraphs [text-types];
5. comprehend and be understood by non-sympathetic natives when using formal language [accuracy].

19.Course Objectives (standards)

Listening and Reading (Individual Performance)	understands the main ideas and most supporting details in concrete, factual and some abstract texts (oral/written) dealing with topics related to the external environment
Listening and Reading (Pair/Group Performance)	understands the main ideas and most supporting details in authentic interactions about texts (oral/written) dealing with concrete, factual and some abstract topics related to the external environment
Speaking and Writing (Individual Performance)	narrates, describes, explains, discusses, supports opinions dealing with informal and some formal topics related to the external environment in a manner comprehensible to non-sympathetic listeners and readers

Speaking and Writing (Pair/Group Performance)	narrates, describes, explains, discusses, supports opinions in authentic interactions dealing with informal and some formal topics related to the external environment in a manner comprehensible to non-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 other cultures known that are linked to stage and age appropriate topics
Topic	addresses informal and some formal topics related to the external environment and corresponding cultural perspectives; uses stage and age appropriate vocabulary to carry out tasks associated with selected topics
Setting	functions in informal and some formal settings with non-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 extended discourse; identifies stage-appropriate similarities and differences within the target language system and among other languages known

20. Course Outline

Instructional Units, approximately five weeks in duration	***Objectives for knowledge***	***Objectives for comprehension***	***Objectives for production***
1. Let's Get to Know Each Other	Students will learn to analyze their personalities and those of others (inherited and acquired characteristics) and identify behaviors that will help them function optimally with others in the class.	Students will demonstrate comprehension of oral and written texts that present the personalities of individuals from various Arabic-speaking countries.	Students will write an reflective essay in which they analyze their personality. The essay will include discussion of student qualities and behaviors that reflect those qualities; weaknesses and behaviors that reflect those weaknesses; and a plan to improve.
2. What Does it Mean to Be an Arab?	Students will learn about values that are associated with the Arabic and Anglo-American worlds and will clarify their thoughts and feelings about immigrant children who find themselves between worlds.	Students will demonstrate comprehension of oral and written texts that present experiences of Arabic speakers in the United States, including stories of individuals that find themselves between worlds.	Students will write a letter in which they write about their name (what others call them, if they change their name/pronounce it poorly), their use of Arabic (when, with whom and why they use Arabic and English), and personal experiences (one positive, one negative) associated with Arabic speakers in the United States.
3. Arabic in the World	Students will learn about the history of the Arabic language (modern dialects, geographical distribution).	Students will demonstrate understanding of oral and written texts about Arabic in the world.	Students will produce an advertisement for a magazine that includes the following slogan: "Don't Abandon Your Language, It Can Open the Doors to Your Future".
4. We Are All Different	Students will learn about differences among people (disabilities, gender, race, class among others) and	Students will demonstrate understanding of oral and written texts on people who differ from the norm.	Students will write a one-act play in which the characters become aware of their participation in discriminatory acts and choose to behave differently.

	will define discrimination and its manifestations.		
5. Family	Students will learn about families from Arabic and Anglo-American perspectives. They will explore how positive family relationships can enhance physical health.	Students will demonstrate understand of oral and written texts including the article, "Family Links that Heal".	Students will complete a sociogram in which they identify the important people in their lives and complete a reflective essay in which they discuss their personality traits and the relationship that they maintain with each of those individuals identified.
6. Community	Students will learn about the history and present condition of Arabs in the Arabic-speaking world and in the United States.	Students will demonstrate understanding of oral and written texts about Arabic-speaking communities in outside of and within the United States.	Students will produce a poster of their community that includes a description and discussion of its positive aspects and current challenges. If appropriate they will compare it with other communities in which they have lived.
7. School, Study and Careers	Students will learn strategies to maximize the effectiveness of their studies and will learn about non-traditional careers with a future.	Students will demonstrate understanding of oral and written texts that focus on study skills and on careers which emphasize importance of linguistic skills.	Students will diagnose their study habits and devise a plan to improve their performance in school. Students will select a field that interests them and requires bilingual and bicultural candidates and will describe the preparation necessary to pursue the career, the nature of the job and the advantages and disadvantages of the profession/occupation.
8. Travel in the Arabic-Speaking World	Students will explore the countries where Arabic is focusing on common elements and those that make each country and region unique.	Students will demonstrate understanding of oral and written texts that focus on the regions and countries of the Arabic-speaking world.	Students will work in groups to explore the various regions of the Arabic-speaking world. Each student will be responsible for contributing knowledge about one of the countries in the region culminating in a group presentation of the region.

21. Instructional Materials:
Board approved required text

Hashem, Iman, *A Journey in Two Worlds,* unpublished materials, National Heritage Language Resource Center, University of California, Los Angeles, 2010

Supplementary materials

22. Instructional Methods and/or 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.