

# Christopher Columbus Family Academy

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# Arabic1A(7thG )

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# Course Description & Objectives

Assalamu Alaikum “Peace be upon you” السلام عليكم

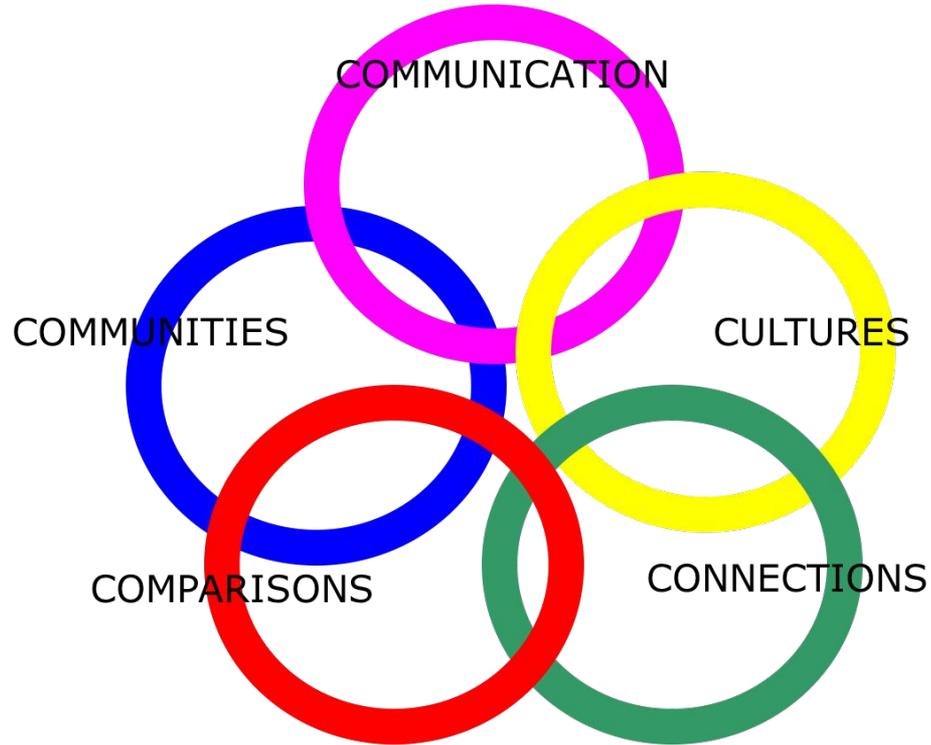
Welcome to Beginning Arabic I. This course is designed to introduce you to the Modern Standard Arabic (MSA) Language and cultures of the Arabic-speaking world. The course is a combination of lecture, discussion, exercises and communicative language activities. Through the **five basic Skills of listening, speaking, reading, writing, and cultural knowledge**, students will acquire basic knowledge and understanding in the following areas:

- Basic conversation.
- The writing system, sounds and pronunciation of Arabic letters.
- Writing & reading the basic sentences.
- Basic rules of Arabic grammar.
- Building a list of vocabulary in MSA and Colloquial Arabic.

These are the 5 C's of the



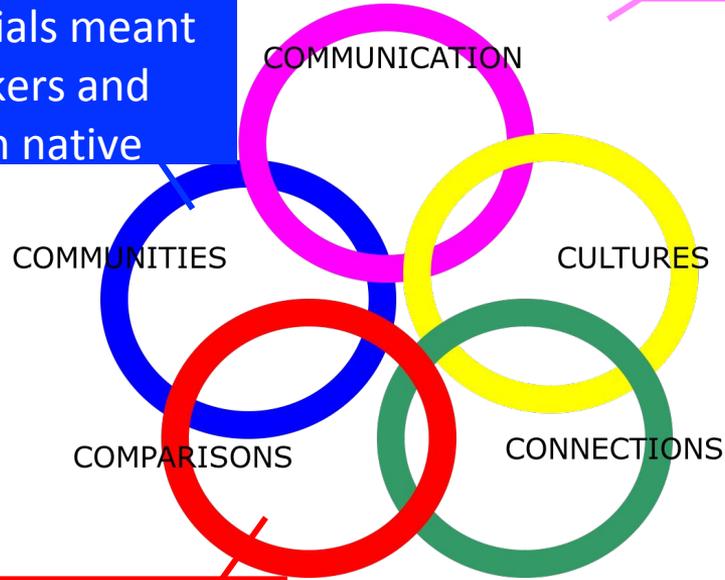
## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES



In NHPS World Languages, students develop skills in each of the 5 C's in each unit.

Viewing, reading, and listening to materials meant for native speakers and interacting with native

Listening, Speaking, Reading, Writing

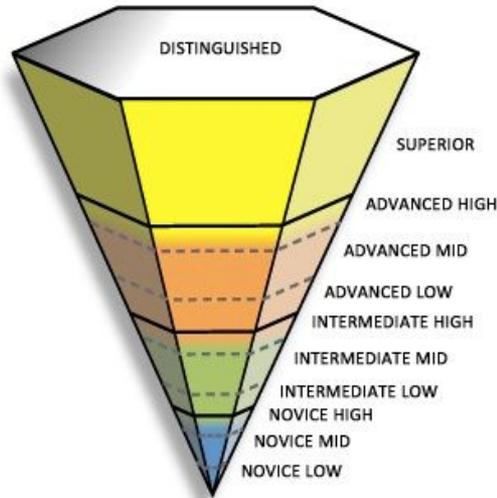


The products, practices, and perspectives of the target culture

Developing an understanding of the nature of language and the concept of culture by making comparisons to your own

Reinforcing and expanding their knowledge of other subject areas, such as math, science, social studies, art, music, and English language arts.

How well will my child be able to speak, listen, read, and write by the end of 8<sup>th</sup> grade?



NHPS has set proficiency targets using the American Council on the Teaching of Foreign Languages Proficiency Guidelines

This is the only scale being used in the United States to define language proficiency levels for businesses.

NHPS World Languages  
 Proficiency Targets by Level of Study  
*Listening, Speaking, Reading, Writing*



	All students reach	Some students reach
Level I (1 year of HS, 2 years of MS)	Novice Mid	Novice High*
Level II	Novice High	Intermediate Low
Level III	Intermediate Low	Intermediate Mid
Level IV	Intermediate Mid	
Level V or AP	Intermediate Mid	Intermediate High

\* We have noticed that in middle school programs, many students reach Novice High.

# Required assignments and assessments

**Homework:** given nightly to review and reinforce work done in class 20%

**Classwork & Class participation :**Written and oral exercises done during class time ,Oral participation in class activities and Behavior:... 30%

**:Quizzes:**Oral and written quizzes on vocabulary, grammar and culture. 15%

**Tests:**Unit tests covering sets of lessons/chapters as well as tests 15%

**Projects:**Project work is a learning experience which aims to provide students with the opportunity to balance knowledge from various areas of learning, 20%.

# Course outline:

## Unit 1: Lift- up

During this unit, students will be exposed to the geography and culture of this language. They will view a variety of photos, videos, and realia to introduce the culture and country (ies) where the language is spoken. Students will learn about different greetings , the first elements of simple self-introductions and how to express their feelings. students will use the target language in the three modes of communication (Interpretive, Interpersonal and Presentational). They will learn about the similarities and differences between birthday celebrations in the target culture and their own. Also, they will learn to express numbers, months and days of the week as well as the date of their and of others' birthdays.

## Unit 2 - My friend & I

In this unit, students will consider how their own likes/dislikes and personality/physical characteristics define them and their choice of friends. Students will begin to use likes and dislikes to express their opinions about a variety of activities and/or things. They will also learn about the family members.

### **Unit 3 - Education**

During this unit, students will take a global view of what it means to go to classes and participate in a school. The introductory lessons focus on looking at pictures of schools around the world and comparing their experiences and resources to ours. Students will look at objects and furniture in the classroom and think about what is really necessary for learning. They will then look at school times and subjects offered, comparing schools in the target culture to their own.

### **Unit 4 - Food & Health**

In this unit, students learn how to talk about foods and order in a restaurant while taking healthy eating into consideration. This is a culture-rich unit, from discussion of popular dishes, to customs and manners around eating and celebrations that involve food and drink. Students will create their own restaurant menus and act out a spontaneous skit at a target culture “restaurant,” practicing the real-world skills of ordering, paying, using utensils properly, and making small talk during a meal.

**Shoukran**

**Thank you**