

Course Name: **Levantine Arabic Language, Level 1 (LY214)**

Course Length: **14 Weeks**

Course Proficiency Target: **Novice High**

Course Performance Target: **Intermediate**

|                                   | Pre-Unit  | Unit #1  | Unit #2   | Unit #3  | Unit #4   | Unit #5  | Portfolio & Reflection                             |
|-----------------------------------|---|--|---|--|---|--|--|
| <b>Global Theme</b>               | -   | Identity/Belonging (Global)<br>Personal & Public Identities (AP)   | Well-being (Global)<br>Families & Communities (AP)<br>SDG4 - Quality Education  | Exploring Time & Place (Global)<br>Contemporary Life (AP)<br>SDG8 - Decent Work & Economic Growth  | Challenges (Global)<br>Global Challenges (AP)<br>SDG2 - Zero Hunger<br>SDG12 - Responsible Consumption  | Exploring Time & Place (Global)<br>Contemporary Life (AP)<br>SDG2 - Zero Hunger<br>SDG12 - Responsible Consumption   | -  |
| <b>Unit Theme</b>                 | Welcome to Levantine Arabic Class!  | Identities & Influential People  | Inequalities in Education   | Put Yourself in Their Shoes  | Food is Culture   | Joy is Experienced to be Shared  | Reflection   |
| <b>Social Justice Standard(s)</b> | -   | ID.9-12.1<br>ID.9-12.2<br>DI.9-12.6  | ID.9-12.5<br>JU.9-12.12<br>JU.9-12.13<br>DI.9-12.6<br>AC.9-12.19  | DI.9-12.6<br>DI.9-12.7<br>DI.9-12.9  | DI.9-12.10<br>DI.9-12.8<br>AC.9-12.16   | ID.9-12.5<br>DI.9-12.8<br>DI.9-12.9<br>JU.9-12.12<br>AC.9-12.20  | -  |
| <b>Essential Question</b>         | What are some differences and similarities between MSA and Levantine Arabic?  | What constitutes identity?   | How is school life in my community different and similar to those in various Levantine Arabic-speaking communities?   | What does daily life look like for low-income families in the Levant region and my own community?  | How culture affects the way we consume food?  | How can Holidays strengthen our sense of community?  | How have I grown as a language learner?            |
| <b>Performance Objective</b>      | I can identify, interact, and present information on basic similarities and differences in letter sounds and vocabulary in both MSA and Levantine Arabic, ask questions, follow classroom instructions, and use simple classroom phrases and sentences while interacting with others. | I can identify, interact, and present information on elements of my identity and some influential individual identities from the target culture and my own using simple sentences and questions with some details. | I can identify, interact, and present information on different educational systems in the US and Levantine Arabic-speaking countries using simple sentences and questions with some detail. | I can identify, interact, and present information on daily life for low-income families in the Levant region and compare it to families from my community using simple sentences and questions with some detail. | I can identify, interact, and present information on different cultural practices that influence how different communities consume food and its impact on sustainability using simple sentences and questions with some detail. | I can identify, interact, and present information on how people celebrate holidays in the Levant and my own region that strengthens the sense of community using connected sentences and questions with some detail. | I can demonstrate my growth as a language learner. |

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|                             |   |   |  |  |   |  |               |
|-----------------------------|---|---|--|--|---|--|---------------|
| <p><b>Key Functions</b></p> | <p>Basic classroom instructions and phrases. Basic greetings &amp; introductions. Alphabet chart and words in both MSA and Levantine Arabic- colors, family members, majors, countries. Question words in MSA and it's equivalence in Levantine Arabic.</p> | <p>Name, nationality, origion country, age, language, education, family members, religion, profession, basic food basic activities, music, some habits and traditions, Stereotypes. was born, to do. Adjectives of personality Adjectives of appearance</p> | <p>Classes schedule, clubs, activities, places in school building, teachers qualifications, supplies, professional job, income, problems<br/>Regular verbs used for activities<br/>To want, to go (to), to do, to play, to discuss, it is necessary<br/>With whom. Sequencing<br/>Asking and answering questions</p> | <p>Daily routine actions include waking up, praying, cooking, going to work, begging, selling, etc.<br/>wants and needs<br/>Telling and retelling stories; sequencing<br/>Asking and answering questions</p> | <p>Traditions, gathering, waste, leftover food, restaurants, buffet, invitations, celebrations, feasts, packaging, etc.<br/>Expressing advice, opinions, preferences<br/>Asking and answering questions</p> | <p>Some cultural activities that are practiced during certain holidays and celebrations that could strengthen the sense of the community and help the needy: Taraweeh (special prayer), Zakat Alfitr, Ramadan tents, breaking the fast meal (Iftar) and early morning meal (Suhoor) together, Al musaHarati ( the person who wakes up people to eat and pray the early prayer)<br/>Essential verbs, such as to attract, to prepare, to continue, to donate, to sponsor, to share, to spread joy, etc.<br/>Asking and answering questions</p> | <p>-</p>      |
| <p><b>Timeframe</b></p>     | <p>1 week</p>   | <p>2 weeks</p>  | <p>2 weeks</p>   | <p>2 weeks</p>   | <p>3 weeks</p>  | <p>3 weeks</p>   | <p>1 week</p> |