

Conceptual Curriculum Map (CCM) ¹

Content Area: World Language

Course: Arabic - Level 1

Unit 1 Intro to Arabic (Alphabet Accents Numbers)	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.		
Focus & Timeframe 3-4 weeks	Adapted from the ACTFL Novice Proficiency Benchmarks: Interpretive Communication: Students can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. Interpersonal Communication: Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Presentational Communication: Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. Intercultural Communication: <ul style="list-style-type: none"> • Students can identify products and practices to help them understand perspectives from their own and other cultures. • Students can interact at a survival level in some familiar everyday contexts. 	Standards The linguistic culture of the Arabic language is very different from an international phonetic alphabet Knowledge of accents, the alphabet, and numbers will build the foundation for the study of Arabic	Conceptual Overview It is important to understand how accents and enunciation determine the meaning of words in Arabic Knowing and becoming familiar with the Arabic alphabet will facilitate learning the language and its meanings Knowledge of the Arabic numeral system is a helpful tool to learn when studying Arabic.
Unit 2 Who am I? Nationality Profession	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.		
	Standards	Conceptual Overview	Rationale

¹ World Language -Arabic Level 12- Curriculum Conceptual Curriculum Map - Revised 6.17.23
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<p>Focus & Timeframe</p> <p>3-4 weeks</p>	<p>Adapted from the ACTFL Novice Proficiency Benchmarks:</p> <p>Interpretive Communication: Students can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>Presentational Communication: Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> • Students can identify products and practices to help them understand perspectives from their own and other cultures. • Students can interact at a survival level in some familiar everyday contexts. 	<p>Introducing yourself and others is a fundamental introduction to learning a language.</p> <p>Exchanging information about nationality, profession, and ask others to do the same will help improve confidence to learn a new language.</p>	<p>To build communication, people must know how to introduce and talk about themselves.</p> <p>Presenting familiar topics to others such as introducing oneself and talking about oneself improves students' confidence to learn the language.</p>
<p>Unit 3</p> <p>Greetings</p>	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p> <p>T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language.</p> <p>T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.</p>		
<p>Focus & Timeframe</p> <p>3-4 weeks</p>	<p>Adapted from the ACTFL Novice Proficiency Benchmarks:</p> <p>Interpretive Communication: Students can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a</p>	<p>The way people greet each other is different from country to country and culture to culture.</p> <p>When meeting new people it is important to greet them in a respectful manner.</p> <p>Attempting to speak (create small dialogues) in the target language one improves language acquisition (when spoken with natives of the</p>	<p>Greeting others and introducing ourselves helps communication with native speakers of any World language.</p> <p>Different cultures greet people differently, it is important to understand the etiquette expected (especially when traveling to the country).</p>

	<p>variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>Presentational Communication: Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> • Students can identify products and practices to help them understand perspectives from their own and other cultures. • Students can interact at a survival level in some familiar everyday contexts. 	language is often times welcomed)	
Unit 4	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i>		
Surroundings	<p>T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language.</p> <p>T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.</p>		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe 3-4 weeks	<p>Adapted from the ACTFL Novice Proficiency Benchmarks:</p> <p>Interpretive Communication: Students can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>Presentational Communication: Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> • Students can identify products and practices to help them understand perspectives from their own and other cultures. • Students can interact at a survival level in some familiar everyday contexts. 	<p>Knowing important locations and landmarks helps people understand the culture of a country.</p> <p>Your surroundings, places, and locations are different based on where you live.</p> <p>Using pronouns and appropriate verbs tenses in the correct context helps to develop language skills and understanding by others.</p>	<p>It is important to understand and respect different cultures.</p> <p>It is important to know the locations and places one can go to based on the location they are.</p> <p>The study of vocabulary and grammar will give a structure to Arabic learning and acquisition.</p>

Unit 5	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i>		
Daily routines	<p>T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language.</p> <p>T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.</p>		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	Adapted from the ACTFL Novice Proficiency Benchmarks:	Daily routines differ from country to country.	A person's daily routine depends on his/her lifestyle and where he/she lives.
3-4 weeks	<p>Interpretive Communication: Students can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>Presentational Communication: Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> • Students can identify products and practices to help them understand perspectives from their own and other cultures. • Students can interact at a survival level in some familiar everyday contexts. 	<p>Learning about different routines helps one understand others personally or culturally. Individuals have a unique routine regardless of culture.</p> <p>Routine may be different depending on your lifestyle.</p> <p>Using rich and varied vocabulary helps one communicate easier with others.</p>	<p>It is important to be able to compare cultures and routines.</p> <p>Students should be able to compare and contrast their routines with someone who lives in an Arabic speaking country.</p> <p>Acquiring rich and varied vocabulary is important when learning a new language.</p>
Unit 6	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i>		
The House of Ahmed	<p>T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language.</p> <p>T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.</p>		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	Adapted from the ACTFL Novice Proficiency Benchmarks:	The importance of one's home reflects both individual and cultural heritage.	One's home is a vital unit of cultural continuity, strengthening family bonds.
3-4 weeks	Interpretive Communication: Students can identify the general topic and some basic	Homes will vary in shape	The house is a symbol of family

	<p>information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>Presentational Communication: Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> • Students can identify products and practices to help them understand perspectives from their own and other cultures. • Students can interact at a survival level in some familiar everyday contexts. 	<p>and size due to geography, cultural practices, and cultural products.</p> <p>Culture influences the way people live.</p>	<p>and comfort.</p> <p>It is important to understand that culture influences the way one lives</p> <p>It is important for students to be able to describe their homes and homes from Arabic speaking countries.</p>
Unit 7 Travel Preparations	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p> <p>T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language.</p> <p>T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.</p>		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe 3-4 weeks	<p>Adapted from the ACTFL Novice Proficiency Benchmarks:</p> <p>Interpretive Communication: Students can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>Presentational Communication: Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases,</p>	<p>Traveling abroad is more challenging due to language and cultural barriers.</p> <p>International travel differs from domestic travel.</p> <p>Travel requires preliminary planning.</p>	<p>Travel is part of our lives today.</p> <p>Travel gives students a broader understanding of other cultures.</p> <p>Students must understand the challenges of traveling abroad.</p> <p>It is important to know the preparations needed when traveling abroad.</p>

	<p>and simple sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> • Students can identify products and practices to help them understand perspectives from their own and other cultures. • Students can interact at a survival level in some familiar everyday contexts. 		
Unit 8	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i>		
Vacationing	T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language.		
Activities to do while on vacation	T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.		
	Standards	Conceptual Overview	Rationale
<p>Focus & Timeframe</p> <p>3-4 weeks</p>	<p>Adapted from the ACTFL Novice Proficiency Benchmarks:</p> <p>Interpretive Communication: Students can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>Presentational Communication: Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> • Students can identify products and practices to help them understand perspectives from their own and other cultures. • Students can interact at a survival level in some familiar everyday contexts. 	<p>Vacation is an opportunity to travel, and make connections with other cultures.</p> <p>Vacationing requires preliminary planning and preparations.</p> <p>Discussing different vacation experiences can broaden the way people see the world.</p>	<p>Traveling offers a variety of places to go and things to do that expand our cultural horizons.</p> <p>It is important to research where one is vacationing before going.</p> <p>It is important to respect other cultures when vacationing abroad.</p> <p>Travel gives students a broader understanding of other cultures.</p> <p>Students learn to discuss different vacation experiences.</p>