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## 6th Grade Arabic Language Course

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**COURSE DESCRIPTION:** This course is designed to produce mastery of the Arabic language and culture. Students will learn basic vocabulary, simple phrases, and cultural insights to enhance their understanding of the Arabic-speaking world.

**OBJECTIVES:** As a result of this course, you will be able to:

- Communicate effectively in Arabic in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

**REQUIRED MATERIALS:**

- Duolingo: Website for world language instruction
- Tablet: will be provided by the school

**CLASS POLICIES/EXPECTATIONS:**

- Be respectful and attentive during lessons.
- Participate actively in class discussions and activities.
- Complete work on time.
- Help create a supportive learning environment for all students.

**GRADING POLICY:**

Grades will be based on:

- Class participation (20%)
- Homework and assignments (30%)
- Quizzes and tests (30%)
- Final project (20%)

**COURSE OUTLINE/WHAT IS COVERED:**

STANDARDS FOR FOREIGN LANGUAGE LEARNING		
Goal Areas	Standard	Description
<b>Communication</b> Communicate in Languages Other than English	1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
	1.2	Students understand and interpret written and spoken language on a variety of topics.
	1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Cultures</b> Gain Knowledge and Understanding of Other Cultures	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>Connections</b> Connect with Other Disciplines and Acquire Information	3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.
	3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
<b>Comparisons</b> Develop	4.1	Students demonstrate understanding of the nature of language through comparisons of

		the language studied and their own.
	4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>Communities</b> Participate in Multilingual Communities at Home & Around the World	5.1	Students use the language both within and beyond the school setting.
	5.2	Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

PROFICIENCY BENCHMARKS FOR LANGUAGE LEARNERS		
	Communication	Intercultural Communication
Novice Learner	<p><i>Interpretive</i> - I 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><i>Interpersonal</i> - I 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><i>Presentational</i> - I 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><i>Investigate</i> - In my own and other cultures, I can identify products and practices to help me understand perspectives.</p> <p><i>Interact</i> - I can interact at a survival level in some familiar everyday contexts.</p>

<p style="text-align: center;"><b>Intermediate Learner</b></p>	<p><i>Interpretive</i> - I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p><i>Interpersonal</i> - I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p> <p><i>Presentational</i> - I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p>	<p><i>Investigate</i> - In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</p> <p><i>Interact</i> – I can interact at a functional level in some familiar contexts.</p>
<p style="text-align: center;"><b>Advanced Learner</b></p>	<p><i>Interpretive</i> - I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.</p> <p><i>Interpersonal</i> - I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.</p> <p><i>Presentational</i> - I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.</p>	<p><i>Investigate</i> - In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.</p> <p><i>Interact</i> - I can interact at a competent level in familiar and some unfamiliar contexts.</p>