



ARABIC III
GRADES 11-12 (Global Studies and World Languages
Academy – Tallwood High School only)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students continue to develop their competency using the communicative skills for Arabic. They use the language in relevant and purposeful contexts to exchange information, interpret the language on a variety of topics, and make presentations to diverse audiences. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

Arabic II

OPTIONS FOR NEXT COURSE

Arabic IV

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., Mandarin Chinese I (Grades 9-12 at Tallwood HS only), French I, Latin I or Spanish I (Grades 6-12), German I or Japanese I (Grades 7-12) or Russian I (Grades 9-12).

REQUIRED STUDENT TEXTBOOK

Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners (Yale University Press, 2009)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other audio/visual media, primary source documents, simulations, and computer programs.

ARABIC III

GOAL 1 – COMMUNICATION

Communicate in Arabic *

Standards

Interpersonal Mode

- 1.1 Students provide and obtain information, express feelings and emotions, and exchange opinions, both orally and in writing.

Interpretive Mode

- 1.2 Students understand and interpret written and spoken language on a variety of topics.

Presentational Mode

- 1.3 Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

AIII.1.IP: Communication: Interpersonal

- Initiate and sustain communication in Arabic on a variety of topics.
- Exchange information in Arabic to express and support opinions.
- Exchange information in Arabic to recommend solutions for problematic situations.
- Exchange level-appropriate information in Arabic using available technology.

AIII.1.IR: Communication: Interpretive

- Select in Arabic specific details from a sequence of events using authentic materials and other resources.
- Infer in Arabic meaning of new information through its use in context.

AIII.1.P: Communication: Presentational

- Analyze in Arabic situations that include the sequence of events.
- Present unrehearsed information in Arabic to solve problems as well as express and support opinions.
- Present in Arabic level-appropriate information using available technology.

GOAL 2 – CULTURES

Gain Knowledge and Understanding of Arabic-Speaking Cultures *

Standards

- 2.1 Students demonstrate an understanding of the relationship among products, practices, and perspectives of Arabic-speaking cultures.
- 2.2 Students demonstrate an awareness, acceptance, and appreciation of diverse cultures.

AIII.2.IP: Cultures: Interpersonal

- Ask and answer questions in Arabic to analyze topic-appropriate practices and perspectives of Arabic-speaking cultures.

AIII.2.IR: Cultures: Interpretive

- Identify in Arabic topic-appropriate practices and perspectives of Arabic-speaking cultures from authentic materials and other resources.

AIII.2.P: Cultures: Presentational

- Predict in Arabic changes in products, practices, and perspectives within Arabic-speaking cultures.

GOAL 3 – CONNECTIONS

Use Arabic to Connect with Other Disciplines and Expand Knowledge *

Standards

- 3.1 Students reinforce and expand their knowledge of other disciplines through the study of Arabic.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the study of Arabic-speaking cultures.

AIII.3.IP: Connections: Interpersonal

- Ask and answer questions in Arabic to discover connections between content and concepts learned in other subject areas and those learned in Arabic.

AIII.3.IR: Connections: Interpretive

- Identify in Arabic connections between content and concepts learned in other subject areas and those learned in Arabic from authentic materials and other resources.

AIII.3.P: Connections: Presentational

- Draw parallels in Arabic between content and concepts learned in other subject areas and those learned in Arabic.

GOAL 4 – COMPARISONS

Develop Insight through Arabic into the Nature of Language and Culture *

Standards

- 4.1 Students demonstrate understanding of the nature of language through comparisons of Arabic and their own language.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of Arabic-speaking cultures and their own culture.

AIII.4.IP: Comparisons: Interpersonal

- Ask and answer questions in Arabic to gain information about societal differences between Arabic-speaking cultures and their own cultures.

AIII.4.IR: Comparisons: Interpretive

- Recognize societal differences between Arabic-speaking cultures and their own culture.
- Identify expressions in Arabic that communicate societal differences.

AIII.4.P: Comparisons: Presentational

- Compare in Arabic societal differences in Arabic-speaking cultures and their own culture.

GOAL 5 - COMMUNITIES

Use Arabic to Participate in Multilingual Communities at Home and Around the World *

Standards

5.1 Students use Arabic for meaningful purposes, both within and beyond the school setting.

5.2 Students explore opportunities to use Arabic for personal growth and career goals at home and abroad.

AIII.5.IP: Communities: Interpersonal

- Exchange information in Arabic about the use of Arabic by international organizations.

AIII.5.IR: Communities: Interpretive

- Identify international organizations that conduct transactions in Arabic.

AIII.5.P: Communities: Presentational

- Summarize in Arabic information on international organizations that conduct transactions in Arabic.

* Task Force of the National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, Kansas: Allen Press.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

2512 George Mason Drive P.O. Box 6038

Virginia Beach, VA 23456-0038

The Virginia Beach City Public Schools prohibits discrimination on the basis of race, color, religion, sex, ethnicity, national origin, age, disability, pregnancy and childbirth, or marital status. School Board policies and supporting regulation (Policies 2-33, 4-4, 5-7, and 6-7 and Regulation 5-44.1) provide equal access to courses, programs, counseling services, physical education and athletics, vocational education, instructional materials, and extracurricular activities. Violations of these policies should be reported to the Director of Student Leadership at (757) 263-2020 or the Assistant Superintendent of Human Resources at (757) 263-1133.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Curriculum and Instruction, Director of Secondary Instructional Services, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038, Telephone (757) 263-1070 or (757) 263-1429, fax (757) 263-1412.