



**ARABIC I**  
**GRADES 9-12 (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 begin the sequential development of 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**

None

**OPTIONS FOR NEXT COURSE**

Arabic II

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 I

## 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.

#### AI.1.IP: Communication: Interpersonal

- Exchange greetings, leave-takings, and common classroom expressions in Arabic.
- Express and react to opinions in Arabic.
- Follow and/or give simple instructions in Arabic at times using authentic and other materials.
- Ask and answer questions in Arabic pertaining to familiar topics.
- Exchange in Arabic level-appropriate information using available technology.

#### AI.1.IR: Communication: Interpretive

- Recognize in Arabic the sequence of events using authentic materials and other resources.
- Identify in Arabic main ideas using authentic and other materials.
- Interpret gestures, intonation, and other visual/auditory cues from Arabic-speaking cultures.
- Derive in Arabic meaning from familiar information in new contexts using authentic and other materials.

#### AI.1.P: Communication: Presentational

- Retell in Arabic familiar information in new contexts.
- Present in Arabic unrehearsed information that pertains to familiar topics.
- 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.

AI.2.IP: Cultures: Interpersonal

- Use culturally appropriate verbal and nonverbal behaviors when exchanging information in Arabic.
- Ask and answer questions in Arabic about products and practices.

AI.2.IR: Cultures: Interpretive

- Identify in Arabic products and practices in the Arabic-speaking cultures that relate to familiar topics.
- Identify in Arabic perspectives of Arabic-speaking cultures that have emerged from products and practices that relate to familiar topics.
- Identify in Arabic common cultural themes in written selections.

AI.2.P: Cultures: Presentational

- Present unrehearsed, familiar information in Arabic that uses idiomatic expressions, proverbs, and/or short literary quotes.
- Compare in Arabic practices and perspectives of Arabic-speaking cultures to their own practices and perspectives.

### **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.

AI.3.IP: Connections: Interpersonal

- Exchange information in Arabic about knowledge gained from other subject areas.
- Ask and answer questions in Arabic to identify topics common to Arabic and other disciplines.
- Exchange information in Arabic about their own opinions of other subject areas.

AI.3.IR: Connections: Interpretive

- Identify information in Arabic that would be useful in other subject areas.
- Identify in Arabic topics common to Arabic and other subject areas.

AI.3.P: Connections: Presentational

- Paraphrase information in Arabic about topics common to Arabic and other subject areas.
- Apply skills learned in other subject areas to complete oral and written tasks 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.

#### AI.4.IP: Comparisons: Interpersonal

- Exchange in Arabic familiar and new information to address others formally and informally according to Arabic-speaking cultures.
- Ask and answer questions in Arabic that include cognates, gestures, and level-appropriate idiomatic expressions.

#### AI.4.IR: Comparisons: Interpretive

- Identify in Arabic false cognates, cognates, gestures, and level-appropriate idiomatic expressions that are used in Arabic-speaking cultures.
- Recognize in Arabic differences and similarities between the sound and writing systems of Arabic and English.
- Recognize critical tone and other sound distinctions necessary in communicating meaning in Arabic.

#### AI.4.P: Comparisons: Presentational

- Compare in Arabic cognates, gestures, and idiomatic expressions of 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.

#### AI.5.IP: Communities: Interpersonal

- Exchange information regarding the presence of Arabic-speaking people within and beyond the school setting.

#### AI.5.IR: Communities: Interpretive

- Identify career opportunities that require the use of Arabic.

#### AI.5.P: Communities: Presentational

- Relate the advantages of being able to use 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.



**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.*

Dr. James G. Merrill, Superintendent

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