



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching & Learning
Parent/Student Course Information

ARABIC IV
(FL 5040)

One credit, one year

GRADE 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 the sequential development of 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 III

OPTIONS FOR NEXT COURSE

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 Intermediate Learners, (Yale University Press, 2009)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media.

ARABIC IV

Interpersonal Communication

- NWIV.1 The student will engage in original and spontaneous oral and written communications in the target language.
1. Express opinions, preferences, and desires and elicit those of others.
 2. Use familiar vocabulary and structures to express ideas about topics and events found in a variety of print and non-print target language sources.
- NWIV.2 The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect major timeframes.
 2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.
 3. Use nonverbal communication, paraphrasing, and circumlocution to express, clarify, and comprehend ideas.

Interpretive Communication: Listening and Reading for Understanding

- NWIV.3 The student will understand the spoken and written target language found in a variety of short, non-complex authentic sources.
1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, reports, and literary selections.
 2. Understand culturally authentic, level-appropriate materials that present new information in familiar contexts.
 3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for understanding travel schedules or using technology.
 4. For character-based languages, recognize traditional or simplified characters in Chinese or hiragana, katakana, and kanji in Japanese.

Presentational Communication: Speaking and Writing

- NWIV.4 The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
 2. Use past, present, and future timeframes, word order, and other level-appropriate language structures with increasing accuracy.

3. Understand culturally appropriate gestures, body language, and intonation in order to clarify and respond to the message.

NWIV.5 The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.\
2. Use appropriate verbal and nonverbal presentational techniques, for example voice inflection, visual aids and technological support.

Cultural Perspectives, Practices, and Products

NWIV.6 The student will examine the interrelationships among the perspectives, practices, and products of the cultures studied.

1. Discuss how topics such as environment, political issues, and diversity and how they illustrate the viewpoints, patterns of behavior, and products of the cultures studied.
2. Compare and contrast the viewpoints of people who speak the target language and the ways these perspectives are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
3. Investigate the role of geography and history in current viewpoints of the cultures studied in topics as they relate to such topics as environment, conflicts, and diversity.

Making Connections through Language

NWIV.7 The student will use the target language to expand and deepen understanding of connections between the target language and other subject areas.

1. Examine using the target language topics studied in other subject areas and those studied in the target language class.
2. Use authentic resources to expand knowledge acquired in other subject areas.

Linguistic and Cultural Comparisons

NWIV.8 The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the target language.

1. Demonstrate that language and meaning do not transfer directly from one language to another.
2. Examine differences in sound systems, pronunciation, and usage in countries where the target language is spoken and those of their own.
3. Compare the diverse and unique aspects of language-specific vocabulary and structural patterns of the target language and those of English.

- NWIV.9 The student will investigate and discuss why similarities and differences exist within and among cultures.
1. Discuss the influences of historical and contemporary events and issues on countries where the target language is spoken.
 2. Discuss similarities and differences within the culture(s) studied and between those of the target-language culture(s) and the United States, such as religion, art, architecture, music and literature.

Interacting in School and Global Communities

- NWIV.10 The student will apply target language skills to expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand target-language skills and cultural competence through the use of media, entertainment, and technology.
 2. Compare aspects of the target culture obtained from interaction with target-language speakers and authentic media or technology.

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Produced by the Department of Media and Communications for the Department of Teaching and Learning.
For further information please call (757) 263-1070.

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Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

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 Kelly Arble, Department of Teaching and Learning, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email Kelly.Arble@vbschools.com.

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