

Social Studies
Introduction to Middle Eastern Studies
Unit 1: Introduction to Arabic

Essential Understandings	<ul style="list-style-type: none"> ▪ The language of Arabic is the language of the Qur'an and thereby the single, greatest unifying force in the Islamic world. ▪ Everything in Arabic is based upon a three-consonant root system. ▪ Arabic was an international language in the Middle Ages much as English is today and, as such, it left its imprint on most European languages and thus on English. ▪ Arabic today is coming under a great deal of stress due to the development of dialects, the impact of television, the prevalence of the internet and the popularity of music videos.
Essential Questions	<ul style="list-style-type: none"> ▪ What are the major Arabic dialects? ▪ How can I use the words Arab, Arabic and Arabian properly? ▪ What is the relationship between Arabic and Hebrew? ▪ What English words derive their origin from Arabic? ▪ How can I learn to parse Arabic names? ▪ Will a number of new languages develop from Arabic much in the same way that French and Spanish developed from Latin?
Essential Knowledge	<ul style="list-style-type: none"> ▪ There is no single Arabic language. ▪ Classical Arabic is today spoken only in the mosque. ▪ Modern Standard Arabic is what Arabic speakers use when they meet someone from another country. ▪ Modern Standard Arabic is evolving in much the same way that Latin did during the Renaissance. ▪ Arabic has one letter for each sound and if you can pronounce a word you can spell it.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Fusha, Amiyya Darija, Maghreb, Abu, Umm, Ibn, Al, Abd
Essential Skills	<ul style="list-style-type: none"> ▪ Analytical thinking skills. ▪ Proper writing of a phrase in Arabic. ▪ Decipher Arab names based on their prefix.

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<p>Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none">a. Develop research questions related to a current social studies issue.b. Select and apply research methods that are appropriate for the purpose of the inquiry.c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.g. Develop a clear well-supported position.h. Present and defend a well-supported position to a variety of audiences using a prescribed format.i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills.j. Access and present information ethically and legally. <p>D2. Individual, Cultural, International, and Global Connections in Geography</p> <p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none">a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
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Related Maine Learning Results	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Student readings of articles explaining the basics of the Arabic language and the debt that English owes to Arabic. ▪ Didactic classroom presentation on the unifying role of Arabic in the Muslim world and how modern tensions are working to break down that unity. ▪ Decoding a message in Arabic
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Evaluation of student performance in class discussions ▪ Sample translation exercises ▪ Objective Examination

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Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>From Arabic to English</u> - Alan Pimm-Smith○ <u>The Arabic Language</u> – Audrey Shabbas
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