

<b>Title of Unit</b>	Introduction to Arabic	<b>Grade Level</b>	9th
<b>Curriculum Area</b>	Arabic Language	<b>Time Frame</b>	August 26 <sup>th</sup> , 2013- 21 <sup>st</sup> Oct., 2013
<b>Developed By</b>	Ibrahim Khaled		

Global Theme: **What are Progress and Innovation? Are there limits?**

Stage 1 Desired Results			
<p><b><u>ESTABLISHED GOALS</u></b></p> <p><b>1.1 interpersonal communication</b> Students engaged in conversations of correspondence in Arabic to provide and obtain information, express feelings and emotions and exchange opinions.</p> <p><b>1.2 Interpretive Communication</b> Students understand and interpret the spoken and written Arabic on a variety of topics.</p> <p><b>2.1 Practices of Culture</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Arab world.</p> <p><b>4.1 Language Comparisons</b> Students demonstrate understanding of the nature of language through comparisons of Arabic and their own.</p>	<b>Transfer</b>		
	<p><b><u>Students will be able to independently use their learning to...</u></b></p> <ul style="list-style-type: none"> <li>- provide and obtain information through conversation and listening content</li> <li>- express emotions, feelings and opinion</li> <li>- exchange cultural information</li> </ul>		
	<b>Meaning</b>		
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<b>Acquisition (unpack standard)</b>			
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## Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p><b>See GRASPS and Rubrics</b>                      Ss'll pronounce and use the presented vocabulary in the correct context                      Ss'll match the Words and the phrases to suitable pictures                      Ss'll do a word puzzle appropriately                      Ss'll get involved in a conversation practicing using the words and phrases he learnt                      Ss,Il talk about his date of birth                      Ss,Il do a project about Arab countries and Arab civilization and its contributions to the world                      Ss'll make posters about some Arab countries                      Ss'll ask and answer about weather in Arabic correctly</p>	<p><b>PERFORMANCE TASK(S):</b> Students match letter sounds to their shapes; students relate description of vocabulary words; students respond to commands in Arabic by performing correct physical actions ( stand, sit, etc.)                      Students activate prior knowledge to make connections and recognize similarities and differences between Arabic and English.                      Students participate in multiple opportunities to use Arabic to communicate.                      Students are using pronouns that are appropriate to gender.                      Short checklist can be developed to help students assess their own participation in the interview discussions.                      Students demonstrate understanding by responding to oral prompts. By actively participating in class discussion using descriptive information about Arabic language from multiple printed resources.                      Students relate reading materials to the topic (Why Study Arabic?)                      Students differentiate sounds and shapes of some Arabic letters.                      Students Recognize needs for Arabic language learning.                      Students answer simple questions related to the topic in Arabic.                      Students present their project topic to a group of audience and using vocabulary words in Arabic to explain examples?                      Students read, understand, and use vocabulary words.  <b>Informal checks:</b> source book, exit slips, writing to learn, teacher conference...)  <b>Formal Writing Assignments</b></p>

## Stage 3 – Learning Plan

### Summary of Key Learning Events and Instruction

**W:** Goal and expectation activity in English regarding Why study Arabic?

**H:** Role plays, personal experience about learning a new language such as English and French by Arabic teacher, other activities to engage and hook students-

**E:** activities that are experiential and inductive such as a Socratic seminar as to why learning Arabic is important done in English to set the stage for learning Arabic, homework that deals with practicing skills, working on a project or performance task, reflecting on ideas, process, etc...

**R:** Activities that entail revision rethink and reflect for example rehearsals, practice, self and group assessments, think aloud, etc...

**E:** self-assessments and evaluations

**T:** activities and adaptations to meet students' needs without sacrificing unit goals and standards.

**O:** working on showing to students the learning that will take place in a sequenced manner that will help them to engage, develop and demonstrate the desired understanding

### Vocabulary Words and phrases:

\*\* العربية اللغة, nice to meet you, أنا, السلام عليكم, peace be upon you, أسبوع, day, يوم, الجمعة, Thursday, الخميس, الأربعاء, الثلاثاء, الاثنين, Sunday, الأحد, السبت, Arabic language

\*\* Days of the week: أسبوع, day, يوم, الجمعة, Thursday, الخميس, الأربعاء, الثلاثاء, الاثنين, Sunday, الأحد, السبت, week, اليوم, today, غدا, tomorrow, أمس, yesterday

\*\* Numbers: 1-10

\*\* Masculine and feminine words

\*\* Example: جميل- جميلة, ممتاز- ممتازة

- \*\* Months of the year
- \*\* weather vocabulary

### **Activities:**

A variety of activities will be presented in which cooperative learning will be the main strategy, for example:

- I'll introduce lesson objectives and essential questions. Students will discuss essential questions related to the topic, Why study Arabic?
- Students will listen to language examples presented by the teachers. Introducing self and others, greetings, responds to specific questions, and videotaped scenarios.
- Students listen to a song about the days of the week.
- I'll model introducing her/him self and others.
- I'll model formal and informal greetings.
- I'll model speaking words and sound out letters and numbers.
- Students will practice pronouncing and using vocabulary words.
- Students will introduce themselves and others.
- Students will practice using formal and informal greetings.
- Students will count their family members, classroom items, subjects, and teachers.
- Students will work in pairs to practice the conversation scenario.
- I will introduce Arabic pronouns. Students will work in pairs to practice using the pronouns by creating simple sentences.
- Practice saying the days of the week

### **Group Activity:**

Students interview each other and introduce each other partner to the group.

Example questions:

- What is your name?
- What is your teacher name?
- What is his/her name?

### **Group Activity 2:**

#### **Stamps**

- Students create stamps representing Arab countries. They should include the name of the country, a number for the price, and a symbol of that country.
- 2. Ss'll show their works in the Arabic Gallery in the classroom.