Theme: Discover Arabic and Arab world
Target Proficiency Level: Novice low - Mid

Number of Hours: 30-35hrs

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Brief Description of Program (including curricular context and goals)
This unit is to introduce to students an overview of Arab countries and culture. Novice mid students will continue the theme with higher level of target language, participating in all language activities. Students in this unit will gain some knowledge of Arab countries and their capital cities, flags, money, clothing and food, historical places.

- Recognize some formal and informal Arabic speech
- Develop an understanding of native speakers of Arabic.
- Discover the difference in writing system between Arabic (right to left) comparing to English (Left to right)
- Develop some basic reading of simple words in Arabic and match alphabets to words in the campus.
- Compare the cultures and acquire some basic Arabic culture (greeting, Farwell)

What Enduring Understandings are Desired:
Students will recognize that Arabic is a language that is spoken in Middle East, and it is a language not a religion.
- Students will develop understanding of the Arab culture and language
- Arab countries vary in culture and products form cuisine, clothing, dialects, greetings and farewell, currency and environment.

What Essential Questions Will Guide this Program and Focus Teaching/Learning?
What we want students to think about in student friendly language
To what extent or in what ways ..........
- Do all Arabs look alike; are they different, do they come in different skin color, traditions, culture and perspectives?
- What is the weather and climate like in different places in the Arab world?
- How the weather does reflect traditional clothing?
- How people in Arab world greet differently from one country to another?
- How geography does affect the spoken language (dialects) and the way people live?
- How Middle Eastern cuisines differ from one place to another?
- How the alphabets and words of Arabic look like?
• What games and sports do Arab youth play and enjoy?

Standards/Goals:
Major Standards: Communication: Students will communicate in Arabic Language.  
1.1-1.2-1.3
Culture: Student will gain knowledge and understanding of Arab culture  
2.1-2.2
Connection: Student will connect with geography, math, and history and acquire information  
3.1-3.2
Comparison: Student will develop insight into the nature of Arabic language and culture and compare it to their own.  
4.1
Communities: Student will participate in the daily and final day presentation of skits, songs, dances to their parents and members of the community.  
5.1

Supporting Standards:
Content:
What we want students to know and understand

• Name of four (Arab countries and capitals, flags color and shapes, money used in each country, clothing and cuisine.
• The geography and locations of each chosen country.
• The lifestyle and culture of people living in each country.

Key Vocabulary:

أملاً ومملةً...أملاً وسملةً يا ... اسماء الطلاب...أملاً ييا...
Skills:
*What we want students to be able to do*
- Use of appropriate greetings and farewells in a conversation.
- Identify Arabic countries and location in Middle East.
- Introduce themselves and their Arabic names and where they are from in the campus.
- Identify the names of places related to Arab countries within the Campus.
- Identify the letter/sound correspondence of their names and of place names in the Campus.
- Recognize and copy the symbols of the Arabic alphabet.
- Decode their names and the names of other people and places in the Campus.
- Identify and compare Arab culture to their own.
- Identify some foods and drinks
- Use appropriate phrases to request things and ask for things.

Connections to Other Disciplines:
Geography: Map skills  
Math: Graph and numbers  
Social study: Middle Eastern historical people and places.  
Music: Songs and instruments  
Physical Education: sports (soccer)  
Fine Art: Calligraphy

Technology Integration:  
- Use of power point of satellite recorded episodes form Arabic shows.  
- Utilize “Tell Me More” Interactive Computer program

Assessments:

*What evidence will show that students understand and can perform?*

**Performance tasks**
- Use appropriate greetings with friends and teachers  
- Identifying places on the map  
- Matching letter with printed labels on the campus  
- Participating in role-play  
- Respond to questions  
- Participating in language activities

**Quizzes, Tests, Prompts, Work Samples**
- Daily journal reflection sheet and writing or drawing on their own portfolio.
• Computer activities.
• Daily teacher evaluation sheets.

Unprompted Evidence (observations, dialogues)
• Meal interactions
• Participation in activities, and games

Can do Statements from Linguafolio

Required Resources:
Arabic Map
Authentic advertisements
Arabic newspapers and magazines
Cultural clothing and props
Computer lab” Tell Me More”
Posters, colors, journals, calligraphy materials

Differentiation of Instruction:
Students will be divided according to their language level, also to meet the needs of different learning styles; variety of instructional materials will be used. Activities are task based form to facilitate and encourage language.
Various forms of instructional materials such as visuals, written words, labels, realia, videos and authentic materials are used throughout the program

Instructional Strategies:
Teacher student interaction
Student-student interaction
Role-play
Pair group, small group and large group activities daily
Games and competitions
Cooking
Calligraphy
Daily Journal reflection
Computer program

What do they already know that will help them learn new information?
The application that students send has several questions regarding their prior or previous Arabic language exposure or learning.

Applications are translated in Arabic language and they will be distributed to students to fill them out at the first day, then the same applications will be handed to students at the end of the program.

Some basic Arab countries from the media and some basic Middle Eastern cuisine

Links to relevant web sites:
www.Arabic class4U

Sub-theme(s)/unit(s)
The program may consist of one or more sub-themes/unite

Food and clothing
Requesting food at a restaurant
Weather

Lessons that support the subtheme/unit:
Daily instructional plan
Daily schedule:

- 9:00-9:30 Large group activity:
  Name tag/ warm up morning exercise
  Breakfast (cooking/cleaning)

- 9:30-10:30 Language/small group activity: Role play skit

- 10:30-11:00 Physical movements
  Presentation

- 11:00-11:30 organized recess: free time (cultural games)

- 11:30-12:00 Small/ Language activity

- 12:00-1:00 Lunch, recess

- 1:00-2:00 Language lab(interactive and individualized program)

- 2:00-3:00 Portfolio/music/dabkah/movie

- 3:00-4:00 Afternoon sports