**Arabic Unit Plan**

**Unit Title: Greetings**

**Grade Level: 6 : 8**

**Teacher: Ghada Shehata**

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| **Stage 1: Desired Results** | | |
| **Established Goals/Standards**  What content standards, program and mission related goal(s) will this unit address?  1.D.1b Respond to questions by  locating and gathering information  from a variety of resources  1.D.1d Use information presented in  simple tables, maps and charts to form  an interpretation.  1.D.1e Read aloud grade-appropriate  material with fluency, accuracy,  understanding.  1.D.1a Select a variety of materials in  Arabic to read for discovery,  appreciation, and enjoyment.  3.A.1a Listen attentively by facing the  speaker, making eye contact and  paraphrasing what is said.  3.B.1b Use verbal and nonverbal  communication in effective ways when  making announcements, giving  directions, or making introductions,  including using Spanish conventions  such as formal and informal pronouns | ***Transfer*** | |
| *Students will be able to independently use their learning to :*  *What kinds of long-term independent accomplishments are desired ?*  *-greet each other in Arabic .*  *-read some Arabic expressions for greetings.*  *-take part in short conversations in Arabic to introduce themselves.*  *-write their names in Arabic.*  *-identify the names of some Arab countries.*  *-read the names of some Arab countries in Arabic.*  *-Make eye contact with the audience.*  *-Engage in peer discussion.*  *-Produce the sounds of new words to help with scaffolding for other sounds and words.*  *-Present information in a coherent manner using appropriate expression.* | |
| ***Meaning*** | |
| **Understandings**  What inferences should they make or grasp?  *Students will understand that……*  -They can learn a second and a third language.  -The goal is effective communication not word-for-word translation.  -Studying other languages and cultures offer insight into our own .  -Meaning is conveyed through phrasing, intonation and syntax.  - Understanding a text's structure helps the reader better understands its meaning.  -Participating in language activities promote Arabic speaking skills.  -Learning a language is an on-going process.  -Learning a foreign language opens a door for you professionally and personally.  -People appreciate your effort to learn and use a foreign effort language. | **Essential Questions**  What thought provoking questions will foster inquiry, meaning making, and transfer?  -Why do we learn Arabic ?  -What influences our communication in Arabic?  -What should we do to be able to communicate in Arabic?  -How do I make sure that I understand Arabic?  - What are my expectations about learning a foreign language?  - Why isn't the dictionary enough to learn a new language?  - In what ways native speakers are different from fluent speaker?  -What are my motivations to learn a foreign language?  - How is it like to be a foreigner?  -How does the study of another language make the world smaller? |
| ***Acquisition*** | |
| *Students will know…*  What facts and basic concepts should students know and be able to recall?  -Students will know the importance of learning another language.  -Students will know the Arabic greetings.  -Students will know how to use different kinds of greetings to greet each other in Arabic.  -Students will know how to take a part in a simple conversation in Arabic.  -Students will know the names of some countries in Arabic.  -Students will know the differences between greetings in America and greetings in the Arab world. | *Students will be skilled at…*  What skills and discrete processes should students be able to draw upon?.  -Students will identify some Arabic letters.  -Students will write their names in Arabic.  -Students will introduce themselves in Arabic using short sentences.  -Students will read sentences and expressions of greetings in Arabic.  -Students will read the names of some countries in Arabic.  -Students will respond to and answer simple questions in Arabic.  -Students use target language vocabulary to participate in classroom activities. |
| **Stage 2: Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| What criteria will be used in each assessment to evaluate attainment of the Desired Results?  -Worksheet.  -Checklist. | **Performance Tasks**  What assessments will provide valid evidence of transfer and understanding?  **GRASP:** Imaginethat you are an American tourist in Egypt who should talk to some Egyptian people.  **Role:** American tourist in Egypt  **Audience:** Your classmates.  **Situation:** You got lost and have to talk in Arabic to some people in the street asking for help .You are supposed to greet them ,introduce yourself ,talk about your home country and show them the address .  **Product:** A conversation in Arabic **.** | |
|  | **Other Evidence**  What other evidence will I collect to determine whether Stage 1 goals were achieved?  -class discussion  -observation  -paired activities  -independent students’ work  -worksheets. | |
|  | Stage 3: Learning Plan | |
| **Summary of Key Learning Events and Instruction**  *Where am I helping the students make meaning on their own? Where am I helping students transfer? How am I helping students acquire the information they can use? Does the learning plan reflect best practice? Is there tight alignment among all three stages?*   |  |  |  |  | | --- | --- | --- | --- | | ***First Week 09/05-12/2017*** | ***Second Week 09/12-19/2017*** | ***Third Week 09/19-26/2017*** | ***Fourth Week 09/26-10/02/2017*** | | ***Objectives :***  *-greet each other in Arabic*  *-write their names in Arabic.*  *-read some Arabic expressions for greetings.*  **Materials:** PPT. flags, maps, name cards ,worksheets.  **Learning Plan:**  **Activity (1)** :  -At the beginning of the unit I will introduce myself to the students in Arabic saying : Hello, my name is ………I am from Egypt  -I will show them where Egypt is on the map and the Egyptian flag.  -I will walk around the classroom and say : My name is …what is your name ? .I will try to elicit " My name is ………." in Arabic.  **Activity (2): (peer work )**  - Writing the students' names on the board in Arabic and ask them to copy them on their name cards.  - Presenting a ppt.to show the students the different Arabic greetings.  -Asking Students to repeat the greetings after me .  - Introducing a short dialogue to the students in which two persons greet each other in Arabic :  A: Hi, how are you ? اهلا ,كيف حالك ؟  B: Hi, I am fine. اهلا ,أنا بخير  A: What is your name ? ما أسمك؟  B: My name is …….. …………….اسمي  -Students work in pairs taking parts in the Arabic dialogue | ***Objectives:***  *-greet each other in Arabic.*  *-read more Arabic expressions for greetings.*  *-Present information in a coherent manner using appropriate expression.*  **Materials:** PPT. flags, maps, name cards ,worksheets.  ***Learning Plan:***  ***Activity (1):***  ***-****Revising greeting students already know.*  - Presenting a ppt.to show the students the different Arabic greetings.  -Asking Students to repeat the greetings.  - Introducing a short dialogue to the students in which two persons greet each other in Arabic .  **Activity (2) (inner/outer circle)**  -Dividing the students into two groups ;one group has the number ( 1 ) and the other group has the number ( 2 ), they make inner  circle and outer circle in which they take turns greeting other.  **Activity (3):**-Teaching students more greetings for different occasions such as :  Good morning صباح الخير  Good night مساء الخير  Good bye مع السلامة  Congratulations الف مبروك  -Students read and repeat the expressions of these greetings.  -Then students see different pictures and say the suitable greeting for each one. | ***Objectives:***  *-greet each other in Arabic.*  *-read more Arabic expressions for greetings.*  *-Present information in a coherent manner using appropriate expression.*  *-Make eye contact with the audience.*  *-Engage in peer discussion.*  *-Identify some Arab countries.*  *-Read the names of some Arab countries.*  **Materials:** PPT. flags, maps, name cards ,worksheets.  ***Learning Plan:***  ***Activity (1):***  ***-****Revising greeting students already know.*  **Activity (2): ( Stand and show )**  **-**Introducing the World map and the Middle East map to show the students the location of some Arab countries such as Egypt, Kuwait, Iraq, Sudan , Morocco. مصر ,الكويت ,العراق ,السودان ,المغرب  -Students listen and repeat the new words for countries.  -Students identify the location of the new countries on the map and say their names .  -Showing students the flags of these countries so that they could identify them.  -Raising up each flag to elicit the name of the country.  -Distributing maps of the Middle East on groups of students . They color them and copy the names of the countries in their correct places, then they display their maps on the wall (names the countries are written randomly on the board).  **Activity (3): ( Four corners )**  -Dividing the class into groups, sticking the flag of each Arab country on one corner of the classroom .Then saying ,for example: Group 1 ,go to Egypt ,Group 2 ,go to Kuwait ,etc. So listen to the name of the country and go to the correct corner. | ***Objectives:***  *-greet each other in Arabic.*  *-read more Arabic expressions*  *for greetings.*  *-Present information in a coherent*  *manner using appropriate expression.*  *-Make eye contact with the audience.*  *-Engage in peer discussion.*  *-Identify some Arab countries.*  *-Read the names of some Arab*  *countries.*  **Materials:** PPT. flags, maps,  name cards , worksheets.  ***Learning Plan:***  ***Activity (1):***  ***-****Revising greeting students*  *already know.*  **Activity (2): ( peer work )**  **-** Students watch a dialogue  between two  people :  A: Hello , how are you ? مرحبا كيف حالك؟  B: I am fine thank you. أهلا انا بخير  A; What is your name ? ما اسمك؟  B: My name is ………. اسمي………..................  A: Where do you come from? ما بلدك؟  B: I come from …………. انا من ............  -Modeling the conversation  with a student ,then asking  students to work in pairs to  role-play the dialogue.  **Activity (3): ( worksheet )**  **-**Distributing worksheets among the students on which they write their names in Arabic.  -Students listen to the teacher ,read expressions of greetings on their worksheets and point to the correct one.  -While pointing in their worksheets , they say the expression. | | | |