

Language and Level / Grade	Proficiency: Novice low Grade level : G 3 to 8	Approximate Length of Unit	6 weeks
		Approximate Number of Minutes Weekly	60 Min \ a week
Theme/Topic Essential Question	Personal and public identity: "Meeting People"	Essential Question: How can I cross the bridge to an Arabic speaker?	
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Greet each other in Arabic and ask about how they feel today. 2. Use words for greetings in different parts of the day. 3- Tell their names and ask about the other's names. 4- Express like \ dislike with different words. 5- Express desire want \ don't want with different wishes. 6- ask for directions or help an Arabic speaker to give directions . 		
Summative Performance Assessment <ul style="list-style-type: none"> • These tasks are real-world & demonstrate application of learning • They are integrated throughout the unit. • The template encourages multiple interpretive tasks that 	<p>Interpretive Mode</p> <ul style="list-style-type: none"> - Watch a video of a tourist speaking to An Arabic speaker and asking for places in the city. Students will identify what the speakers were talking about by signaling - Listen to a sound track and answer some question sheet. Using thumbs up , thumbs down · - Students can't read Arabic so there will be pictures with words to help them identify the new vocabulary. 		

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<p><i>inform the content of the presentational and interpersonal tasks.</i></p> <ul style="list-style-type: none"> • <i>The tasks incorporate 21st Century Skills: Communication, Collaboration, Critical Thinking, Creativity.</i> 	<p>Presentational Mode</p> <p>Create a visual profile including activities you do after school and on weekend with friends and with family. State why you like \ don't like to do the activities listed in your profile. Load your profile on the class website welcome page</p>		<p>Interpersonal Mode</p> <p>Ask and answer questions about the visual personal profile and members of your small group.</p>
<p style="text-align: center;">Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: Practice: Perspective:</p> <p>Product: Practice: Ordering food Perspective:</p>		
<p style="text-align: center;">Connections (Sample Evidence)</p>	<p>Making Connections</p>	<p>Acquiring Information</p>	
	<p>Social studies: discussing the different ways of greetings in different countries in the map .</p>	<p>Using the map to identify different countries and the different greetings used there.</p>	
<p style="text-align: center;">Comparisons (Sample Evidence)</p>	<p>Language Comparisons</p>	<p>Cultural Comparisons</p>	
	<p>The usage of “alsalam Alikom “ and how is it different from the other greetings in USA</p>	<p>Explaining why we say “ thank you” in may situations in Arabic unlike we do in English</p>	
<p style="text-align: center;">Communities (Sample Evidence)</p>	<p>School and Community</p>	<p>Lifelong Learning</p>	
	<p>A field trip to an Arabic restaurant to communicate with Arabic speakers expressing what they like and don't like</p>	<p>Monitor and reflect on personal and class goals for the unit</p>	

Toolbox		
Can-do Statements/Language Functions	Related Structures / Patterns	Priority Vocabulary
<p>Expressing preferences and opinion, Greet and respond to greeting</p>	<p>I like \ I don't like Do you like ? Yes I do \ No I don't Please How can I go to? What do you like to? I want I don't want Do you want ?</p>	<p>صباح الخير مساء الخير اهلا مرحبا شكر مع السلامه كيف حالك؟ وانت؟</p>
Key Learning Activities/Formative Assessments		
Key Learning Activity/Formative Assessment (Representative samples from beginning to end of unit)	How does this activity support the unit goals or performance tasks?	Mode of Communication
<p>Role play [puppet theatre] : the kids use the puppets to act as two strangers who met and do a conversation in Arabic</p>	<p>Check for understanding</p>	<p>Interpretive</p>
<p>Name wave Students are asked to go quietly one by one to the carpet forming a circle and I explain the activity of "Name wave" to them. Each اسمي الان one will say My name is</p> <p>And invent any movement that comes to his \ her mind. The whole circle one by one will imitate the movement saying the same sentence. The teacher starts first to elaborate.</p>	<p>Practice how to introduce themselves</p>	<p>Interpersonal</p>

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CARTOON STRIPE	IDENTIFY, ANALYSE AND REFLECT	Presentational
EXIT SLIP Each student should hi five the teacher getting back to their tables greeting the teacher in Arabic saying thank you, good bye.	Identify	Interpretive
Jeopardy	Practice	Presentational
Resources		Technology Integration
https://www.jeopardy.rocks/ustazasamar https://create.kahoot.it/?_ga=1.206666640.2037504549.1448896919&deviceId=428b856d-df96-418c-92ec-dbl7a5ac7630#		Text