



# **AERO:SBC Basic Unit Template**

<b>Subject/Course:</b>	<b>Arabic—Modern Standard</b>
<b>Grade Level:</b>	<b>5th</b>
<b>Topic/Concept:</b>	<b>Importance of the Arabic language</b>
<b>Estimated Time Required:</b>	<b>2-3 weeks</b>
<b>Developed by:</b>	<b>Rima Nasser</b>

## **Desired Results:**

- 1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?**

### **Communication, culture, connection**

1.4 Students will demonstrate an understanding of the nature of language through comparisons of the target language and their own language or dialect.

e. Compare and contrast the sound and writing systems of their own language or dialect and the target language.

2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

e. Identify and compare cultural stereotyping in the target culture and one's own.

4.1 Students use the language both within and beyond the school setting.

b. Practice oral or written use of the target language with family, friends, peers, pen pals; and during after school activities, field trips, school exchanges, etc.

4.2 Students show evidence of becoming life-long language learners.

c. Explain the positive aspects of learning a language

**2. What are the enduring understandings that this unit is built upon?**

*\* Language brings you closer to the world.*

*\*Your Home Language is connected to your culture and your family's past*

*\*Being multilingual opens many doors.*

### **3. What essential or unit questions will prompt curiosity and focus?**

- 1- *What would happen if all the people around the world spoke the same language?*
- 2- *What would happen if all the people around the world spoke different languages?*
- 3- *Why do I learn a language and specifically the Arabic language?*
- 4- *How will learning a language help in communicating within my school and my community?*
- 5- *How does learning a language help me in my daily life?*
- 6- *How might learning a language open the "doors of opportunity"?*
- 7- *How are language and culture linked?*
- 8- *Compare a person with no language and a person who knows a language.*
- 9- *What can speaking "Fousha" do for me?*

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

### **Essential Knowledge:**

- The Vocab words *مُمْتَعَةٌ, سَأُرْشِدُكَ, قَصٌّ, تَرْغَبِينَ فِي*
- The regions of the world where Arabic is spoken and the different dialects that are used.
- The countries on the map where the Arabic language is spoken.
- Language allows students to explore another culture and respect language and cultural differences of others. It helps in oral and written communication. It provides and obtains information, helps communicate better, and helps in getting more connected to others.
- Speaking "Fousha" connects people in the Arab world. It ensures connection to the heritage culture.

### **Essential Skills:**

- To explain and understand why language is important
- To use the vocabulary words introduced in the unit
- To understand the difference between the male and female and use of "I "
- To introduce and share information using "Fousha". Why is it important to speak a language and how and how does it affect a students' life?
- To listen and respond to a conversation about language

## Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

## Performance Assessment Evaluation:

Formative:

Written and Oral: Ongoing anecdotal and checklist assessment in class.

Written: anecdotal and checklist assessments focusing on vocabulary, spelling, questions, grammar using the following:

### الوَحْدَةُ الْأُولَى "الْغَتَى الْجَمِيلَةُ" لِلصَّفِّ الْخَامِسِ

الصف:-----

الاسم:-----

التاريخ:-----

أجيب عن الأسئلة التالية:

لماذا أَحَسَّتْ زَيْنَبُ بِالْحَجَلِ؟

.....

.....

ماذا فَعَلَتْ زَيْنَبُ لِتَتَعَلَّمَ الْعَرَبِيَّةَ؟

.....

.....

كَيْفَ وَجَدَتْ زَيْنَبُ مَدْرَسَتَهَا الْجَدِيدَةَ؟

.....

.....

أرتب القصة التالية لتصبح ذات معنى.

- \*ففرح الطلاب فرحاً شديداً بهذا الخبر السعيد . ( )
- \*أعلنت المدرسة عن القيام برحلة إلى شاطئ البحر . ( )
- \*وانطلق الطلاب إلى بيوتهم يستعدون ويجهزون للقيام بهذه الرحلة . ( )
- \*وصل الطلاب إلى شاطئ البحر وانطلقوا يلعبون ويسبحون . ( )
- \*وفي المساء تجّمع الطلاب عند الحافلة ورجعوا إلى بيوتهم مسرورين .

( )  
اكتب معاني المفردات التالية ثم أضعها في جملة:

مُتَعَةً = .....

.....  
 سَأْرُشِدُكَ = .....

.....  
 قَصًّا = .....

.....  
 تَرْغَبِينَ فِي = .....

.....  
 إِمْلَاء:

.....

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Summative:

*Oral: Individual oral interview. The teacher asks the students some of questions below, allowing them to speak about the topic.*

*\*Why do I learn a language and specifically the Arabic language?*

*\*How will learning a language help in communicating within my school and my community?*

*\*How does learning a language help me in my daily life?*

*\*How might learning a language open the “doors “of opportunity?*

*\*How are language and culture linked?*

Written: *Students are given a picture (see below) related to the unit, along with relevant questions that stimulate thinking. They use what they have learned, read, spoken and understood, to write a title and their response.*

الإسم: .....



**2. Provide the scoring guide/rubric for the culminating task (summative assessment).**

<b>Criteria</b>	<b>1 - Attempts the standard</b>	<b>2 - Approaches the standard</b>	<b>3 - Meets the standard</b>	<b>4 - Exceeds the standard</b>
Title	The title does not relate to the writing	The title approaches and relates to the writing	The title is apt and relates to the writing	The title is compelling and relates to the writing
Unit Vocabulary	Attempts to use the vocabulary introduced	Uses some of the vocabulary introduced	Aptly uses the vocabulary introduced	Uses introduced vocabulary with skill and creativity
Spelling	Attempts the spelling rules introduced	Approaches correct use of the spelling rules introduced	Correctly uses the spelling rules introduced	Uses introduced spelling rules with skill and creativity
Organization	Attempts to organize content	Somewhat organizes content	Organizes content to enhance meaning.	Organizes content meaningfully and creatively
Grammar	Attempts the grammar concepts introduced	Approaches correct use of the grammar concepts introduced	Correctly uses the grammar concepts introduced	Uses introduced grammar concepts with skill and creativity
Clarity of the work	Much content is unclear and difficult to understand	Most content is clear and understandable	Content is clear and understandable	Content is clear, understandable, and compelling

## **Instructional Plan:**

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

## **Teaching & Learning Activities**

Learning Plan:

Materials needed and aids:

videos ,power point presentation- –Games –flash cards –smart board

**Key Words:**

**New Vocabulary:**

مُمْتَعَةٌ, سَأُرْشِدُكَ, قَصٌّ, تَرْغَبِينَ فِي

**Daily routine :**

Warm up or Review:

Using the password in a sentence

Quick Review of discussion from last class

Using board to emphasize the learning expectation and work for this class

Exit slip: Share one thing you learned in class

**Practice:**

**DAY1**

The teacher asks the essential question “Why do we learn a language and how does it help us in life?”

The students watch a YouTube clip about a teen who speaks 20 languages and the importance of this:

- <http://www.youtube.com/watch?v=FOiXtWcQ8GI>
- <http://www.youtube.com/watch?v=Km9-DiFxpU>

The teacher gives the students the chance to work as a group and discuss the video together and then start sharing ideas.

Then teacher presents some pictures, e.g. a nose, and elicits the Arabic word. Students may reply “Ko/sh/im, Mon/kaar or Anif “; the teacher uses this example as an opportunity to explain that there are different dialects in Arabic that not every Arabic speaker understands, and that is why we use FOUSHA as a lingua franca throughout the Arab world.

## DAY 2

The teacher introduces a reading text related to the topic “loughati Al Jamila” Students work in groups reading the text, then the teacher asks questions about the text and, with teacher support, the students take turns to explain what they have learned from the reading. The students then make connections between what they have read and the video they watched before.

### **Home assignments:**

- The teacher assigns practice reading for the text “Loughati Al Jamila”

## Day 3

The teacher projects a video of 2 teens speaking to people on the street in a language that the people don't know and how those people react and what they say.

- <https://www.youtube.com/watch?v=vqSgZQTMLu8>

The teacher asks the students to brainstorm in small groups and then share their ideas on why it's important to learn a language and how it helps us in our daily life.

## Day 4

The teacher reviews students' ideas from the day before and then projects a power point that has been previously prepared with a summary of student ideas about the importance of language in our daily life.

## Day 6

The teacher asks the students to sit in groups of two to read the text, explain it, answer the questions related to it, and learn the vocabulary. Students then compete in groups to answer the teacher's questions related to the topic. To help them memorize the vocabulary they use flash cards, helping each other learn in pairs. To conclude, they use each word in a sentence orally and then in writing.

### **Home assignments:**

-Students learn the vocabulary assigned, putting it in a sentence and understanding

the meaning.

### Day 7

The teacher reviews previous learning with the students and then introduces grammar related to addressing males and females, and also "I", "her", "him". The teacher uses the smart board and PowerPoint to lead exercises related to the grammar concepts.

Activity: Letter, Word, Sentence, Paragraph

The teacher asks the students to give her a letter, then think of a word using that letter that is also related to the lesson. They then use this word in a sentence related to the lesson and draft sentences to compose a paragraph. Throughout this activity the teacher is able to explain:

- What constitutes a complete sentence

- How a paragraph is constructed

- Correct endings

- How an Arabic paragraph compares to an English language paragraph

- Short and long sounds

### Home assignments:

-Students are given homework to practice spelling long and short "A" and "H" using these concepts in sentences.

### Day 8

The teacher conducts a general review and allows students to work in their exercise book in groups. The teacher circulates to help and monitor how they are doing.

### Day 9

Students continue to work on the exercises.

### Day 10

The teacher and the students correct the exercises together and the assessment is announced.

### Home assignments:

-Students will review and practice spelling long and short "A" and "H" using these concepts in sentences.

### Day 11

The teacher conducts review for the test, for example:

- Reads and makes mistakes; students correct her
- Same with the questions

- Students give meaning to vocabulary items and put them in sentences - -----
- Students do review exercises from outside resources related to the sentence structures studied

**Home assignments:**

The students review for the assessment.

**Day 12**

The teacher organizes 4 centers which all together make up the assessment:

- 1- Reading: they read to each other or to teacher
- 2- Spelling assessment
- 3- Vocabulary activity
- 4- Vocabulary activity

**Home assignments:**

The students will review for the assessment

**Day 13**

Written test and Reading Assessment: Students complete a written test that is related to spelling, grammar, and vocabulary. Meanwhile each meets individually with the teacher for a reading assessment.

**Day 14**

Oral and Written Assessment: The teacher asks individuals questions related to the unit using the essential questions; students must answer in “Fousha”. Meanwhile others write a paragraph about what they have learned during this entire unit, relating it to daily life.

**Day 15**

After scoring the paragraphs on the rubric (below) and scoring the other parts of the assessment, the teacher meets with students to ensure that each one understands how he/she has done on the various parts of the assessment, and areas where they had problems. The class plays a game targeting the mistakes that were made to ensure that the students have understood the unit.