

Language and Level / Grade	Arabic Novice Mid. Level: KG - 5 th	Approximate Length of Unit	
		Approximate Number of Minutes Weekly	180 minutes (45 minutes/ day)
Theme/Topic	Global Challenges: (The Natural World)	Essential Question: Why is humane education important?	
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> Identify animal names according to their habitats. Express their favorite animals. Ask and respond to simple questions in short interview about their favorite animals. Access information on the Internet about animal descriptions (name, size, texture, color, food, movement, sounds, habitat, characteristics – mammals versus reptiles) in Arab communities in order to analyze what animals have in common with animals in USA. Search (articles, internet, books, magazines, and newspapers) in order to identify the animal symbol that is popular among the Arab communities. Compare how the animal lives in the household of US family and the Arab family – if it is considered a family member or one of the belongings. Connect cultural practices and products related to animals in order to evaluate the attitudes of Arab communities toward them (perspectives). Create an info graphic to visually represent information about animals in Arab communities and USA. 		
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 inform the content of the presentational and interpersonal tasks. The tasks incorporate 21st Century Skills: Communication, Collaboration, Critical Thinking, Creativity. 	Interpretive Mode		
	<p style="text-align: center;">Presentational Mode</p> Create a visual profile about favorite animal. Why is the animal in your profile your favorite animal? Students load their profiles on the class website welcome page(Edmodo)	<p style="text-align: center;">Interpersonal Mode</p> <ul style="list-style-type: none"> Ask and answer questions about the visual profiles of the members of your small group. Compile the information into an info graphic showing your group chosen animals compared to the information about animals in Arab communities. 	

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<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: Horseback riding race Practice: Stopping at a horseback riding race field to visit and watch Perspective: Taking time to visit with friends/family</p> <p>Product: Horse saddle Practice: Stopping at horse saddle exhibition Perspective: To expose them to Arabian art designs</p>	
<p>Connections (Sample Evidence)</p>	<p>Making Connections</p> <p>Social studies: World cultures - Animals and places Mathematics: Visually representing information about animals and places.</p>	<p>Acquiring Information</p> <p>Websites offered in schools about animals, towns, posters, PowerPoint, etc.</p>
<p>Comparisons (Sample Evidence)</p>	<p>Language Comparisons</p> <p>هرة - هريرة - سنور - هارون - قطة = cat ضرعام - ليث - باسل - أسد = Lion فرس النهر - سيد قشطة = Hippo كلب البحر - فقمة = Seal كلب - جرو = Dog Gender: he/she/it</p>	<p>Cultural Comparisons</p> <p>Cute girl= kitten Choppy girl= duckling Fat person= bear Stupid person= donkey Fit girl = deer Cute baby= chick Hardworking person= bee</p>
<p>Communities (Sample Evidence)</p>	<p>School and Community</p> <ul style="list-style-type: none"> • Post profiles on the class Edmodo site. • Visit website in one of the Arab communities to see the horses' saddle exhibition. • Skype with the students in one of the Arab communities to compare Animals. 	<p>Lifelong Learning</p> <ul style="list-style-type: none"> • Monitor the activities you do daily, weekly for balance; note when you try a new activity. • Monitor and reflect on the goals for the unit.
<p>Connections to TEKS</p>		

Toolbox					
Can-do Statements/Language Functions	Related Structures / Patterns	Priority Vocabulary			
Interpretive Mode	<ul style="list-style-type: none"> • This is (animal name) • My favorite animal..... because •size(male-female) •color(male-female) •Have/ don't have •lives (male-female) •eats (male-female) •movement(male-female) • sound(male-female) • characteristics • Similarities/ differences in the Arab communities • Should/ should not (ways to treat animals). • Who • What..... • Where..... • Why • How..... • Traits..... 	Farm Animals	Forest Animal	size	colors
<ul style="list-style-type: none"> • (L+ R) I can categorize animals according to their habitats. • (R) I can match written words with animal pictures with the help of visuals. • (L+ R) I can distinguish how the animals look by name, size, texture, color, food, movement, sounds, habitat, and characteristics – mammals versus reptiles – by matching visuals to descriptions. 		Rabbit	Lion	small	white
		Duck	Tiger	medium	black
		Roster	Bear	big	green
	Chicken	Monkey	huge	brown	
	Pigeon	Turtle	Texture	red	
	Cat	Elephant	soft	orange	
	Dog	Frog	rough	characteristics	
	Mouse	Giraffe	Fur	mammals	
	Turkey	Deer	wool	reptiles	
	Goose	Snake	skin	wild	
	Goat	Alligator	feathers	tamed	
	Sheep	Parrot	Movement Traits		
	Cow	Insect	It jumps	loyalty	
	Donkey	Birds	It walks	patience	
	Bull		It runs	smartness	
	Horse		It crawls	activeness	
	Chick		It flies	cleverness	
	Camel				
	Bee			Animal sounds	
	Worm			a cat meows	
	Butterfly			a dog barks	
	Mosquito			a horse neighs	
	Ant			a rooster crows	
	Fly			a donkey brays	
	fish				
Presentational Mode					
<ul style="list-style-type: none"> • (S + W) I can create an infographic to visually represent information about animals in Arab communities and USA. • (S+ W) I can label animals in my community using a variety of words and phrases that I have practiced and memorized. • (S+W) I can give my reasons why I chose this certain animal. • (S+W) I can compare similarity and differences of my chosen animal live in my community and the communities. • (W) I can write complete sentences using descriptive words about animals. • (S + W) I can compare the way animal live in my community with that of the Arab communities. 					
Interpersonal Mode					
<ul style="list-style-type: none"> • I can ask and answer questions about animal, (name, size, texture, color, food, movement, sound, habitat, and characteristics). • I can answer questions about something I have learned about animals. • I can compare the way animals live in my community with that of the Arab communities. 					

Key Learning Activities/Formative Assessments

Key Learning Activity/Formative Assessment <i>(representative samples from beginning to end of unit)</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication
Survey students about their favorite animals	To activate students' prior knowledge and prepare them for the unit.	Interpersonal
Read a book (scholastic Arabic books collection)	Distinguish between different kinds of animals	Interpretive
Watch a video (horses' saddle exhibition)	Identify horses' saddle exhibition	Interpretive
Sing song (أنا الحصان) and watch its video	Arabian horseback riding	Presentational
Brainstorm: compare the way animal live in my community with that of the Arab communities	Practice name of the animals in USA and different Arab communities	Interpersonal
Listen to a song (animals' names and sounds)	Identify animals' names and sounds	Interpretive
Interpret infographic about animals in Arab communities and USA	Identify animals	Interpretive
Create collage of different animals	Identify animals	Presentational/ Interpersonal
View the Arab world map: place the animal pictures where it belongs on the map	Identify animal in Arab world	Interpretive

Resources

Technology Integration

https://www.youtube.com/watch?v=wFHK3EP9urM&spfreload=10 Animals' names and sounds https://www.youtube.com/watch?v=O0BcBz7fUk8 . Horseback riding song https://www.youtube.com/watch?v=8xaenJusdyA Horses' saddles	www.edmodo.com a safe way for your class to connect and collaborate, share, content, and access homework quizlet.com languagenut.com kahoot.com
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