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Language and Level / Grade	Arabic Novice-high	Approximate Length of Unit	5 weeks
		Approximate Number of Minutes Weekly	200 minutes
Theme/Topic Essential Question	Contemporary Life: Travel in the Arab world	Essential Question: How does where I live affect my lifestyle/reflect how I live?	
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> <ul style="list-style-type: none"> ● Identify names of the Arab countries and their capitals. ● Differentiate between the Middle East and Arab countries. ● Explain the cultural significance of various places throughout the Arab world. ● Access the Internet to find information on holidays and associated foods in Arab countries to compare similarities. ● Access blogs and newspapers online (in the U.S., the Middle East, and in Arab countries) to compare the major news topics. ● Compare and contrast the cultural differences related to lifestyle within the Middle East and Arab countries. ● Express what they would like to see and do when visiting an Arabic-speaking country. 		
Summative Performance Assessment ☑ 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 21 st Century Skills: Communication, Collaboration, Critical Thinking, Creativity.	Interpretive Mode		
	<p style="text-align: center;">Presentational Mode</p> Create promotional material for a specific Arabic-speaking country to encourage people to explore that country.	<p style="text-align: center;">Interpersonal Mode</p> Share the promotional materials developed for the Arabic-speaking countries with classmates, asking and responding to questions about the countries in order to determine which countries they would like to visit.	

<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: Kufiya, Thawb Practice: Wearing it in many situations Perspective: Pride in your country; representing your country</p> <p>Product: Greetings Practice: Specific order for greeting each other every day Perspective: Respect for others and welcoming guests</p>	
<p>Connections (Sample Evidence)</p>	<p>Making Connections</p>	<p>Acquiring Information</p>
<p>Comparisons (Sample Evidence)</p>	<p>Language Comparisons</p>	<p>Cultural Comparisons</p>
<p>Communities (Sample Evidence)</p>	<p>School and Community</p>	<p>Lifelong Learning</p>
<p>Connections to Common Core</p>	<p>Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p>Take a virtual tour of a place in the Arab world Skype with a classroom in the Arab World Visit a museum with Arab artifacts</p>	<p>Travel Words: رحلة - سفرة - هجرة بلد و دولة حماتي - مرت عمي هي مقارنة بين معنيين في العرب.</p>	<p>Woman travelling on her own in an Arab country Celebrations in Arab countries Activities people do in various Arab countries</p>

Toolbox

Listing Arabic countries and capitals
Expressing likes and dislikes about activities in Arab countries
Describing celebrations in Arab countries
Comparing Arab countries
Asking and answering questions about Arab countries

Can-do Statements	Related Structures / Patterns	Priority Vocabulary
Interpretive Mode	I like, don't like	Countries and capitals in the Arab world Activities people do when traveling in the Arab world Names of celebrations in Arab countries Places in the Arab world
(L) I can understand a short video about what to see and do in an Arab country.	On (name of celebration) people...(activities)	
(R) I can read a blog written by a teenager in the Arab world about his country.	In (name of country) there are (type of places)	
(R) I can locate Arab countries and their capitals on a world map.		
Presentational Mode		
(S + W) I can identify and label images of places and activities in the Arab world.		
(S+ W) I can present short descriptions of places to visit and activities to do in the Arab world.		
(S + W) I can describe celebrations in the Arab world.		
Interpersonal Mode		
I can ask and answer questions related to places to visit in the Arab world.		
I can share likes and dislikes about things to do in different Arab countries.		

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
Watch a video about Arabic-speaking countries.	Identify attractions and monuments in Arabic speaking countries	Interpretive
Watch a video about a teenager from an Arabic-speaking country.	Practice the likes and dislikes sentences	Interpretive
Read an itinerary for a visit to an Arab country.	Practice names of travel vocabulary	Interpretive
Ask questions about a travel brochure.	Identify travel vocabulary	Interpersonal
Share information about a celebration in the Arab world	Compare celebrations in various countries	Interpersonal
Look at headlines from Arab newspapers	Identify the topics of articles in newspapers	Interpretive
Make a Venn diagram comparing activities in two Arab countries	Present information about a selected country	Presentational
Resources	Technology Integration	
	Glogster – to create a presentation about an Arab country	