

Theme and Topic: Family & Communities: Family

Level: First year Arabic

Essential Question: How do my family members influence who I am?

Proficiency Target: Novice Mid-High

Unit Goals		
Learners will be able to: -Describe the members of their family and basic information about those people -Ask and respond to questions about the names of family members -Compare sizes of families belonging to classmates, selves, and others -Label family members with names and relation to self -Draw family trees for others and self by listening to descriptions of families -Design a culture triangle related to family size and/or naming practices		
Summative Performance Tasks		
Interpretive		
-Listen to a person from Egypt describe her family and draw her family tree to demonstrate understanding. -Identify names of historical figures by reading Mohammad's family tree. -Circle family names and size of classmates' family by watching presentations with visual aids of classmates' family names and size.		
Presentational	Interpersonal	
-Create a family tree poster with family members' names and relations. Describe family members' relations and basic biographical information to classmates.	-Ask and answer questions about family members and family size in pairs and small groups. Compare family size of your own and classmates' families.	
Can Do Statements		
Interpretive	(L + R) I can understand words describing family members in family trees and presentations. (L + R) I can identify the names of family members in others' families. (L + R) I can understand a short story about the Simpson family and identify actions/events associated with each family member.	
Presentational	(S) I can describe members of my family in terms of name, preferences, and basic biographical information. I can describe how many people are in my family. (W) I can create a poster with my family members organized into a tree and labeled with their relationship to me.	
Interpersonal	I can ask and answer simple questions about the members of my family and others' families, family sizes, and naming practices in the family. I can compare my family size and naming practices with those of other Arabs in my class, in history.	
Supporting Functions	Supporting Structures/Patterns	Priority Vocabulary
Listing family members and names Asking and responding to questions about family members Expressing basic preferences of others Comparing sizes	His/her name is... I have... Ownership: The ___ of ___ What is the name of...? Do you have...? Is this ___'s brother/sister/parent? Is this bigger/smaller than...?	Family members: brother/sister, father/mother, uncle/aunt (maternal and paternal), grandparents, son/daughter How many? Numbers Possessive pronouns (my, his, her, your, our) Bigger than/smaller than