

<b>Language and Level / Grade</b>	Arabic Novice High/3 <sup>rd</sup> grade	Approximate Length of Unit	5 weeks
		Approximate Number of Minutes Weekly	250minutes (50mn/day)
<b>Theme/Topic Essential Question</b>	<b>Family and Communities: The Family</b>	<b>Essential Question:</b> How do our families shape our personalities?	
<b>Goals</b>  <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"> <li>• Identify family member and relatives by relationships.</li> <li>• Compare what families look like in the Arab world and the U.S.</li> <li>• Explain the role of the family in the Arab world.</li> <li>• Describe the role of family members in relation to gender.</li> <li>• Describe the role of family members in relation to age.</li> <li>• Compare and contrast the daily cultural and traditional family practices within the Arab world and the U.S.</li> <li>• Describe daily cultural and traditional family practices within Arab world countries.</li> <li>• Compare family roles in in Arab world and the U.S.</li> </ul>		
<b>Summative Performance Assessment</b> <ul style="list-style-type: none"> <li>• <i>These tasks are real-world &amp; demonstrate application of learning</i></li> <li>• <i>They are integrated throughout the unit.</i></li> <li>• <i>The template encourages multiple interpretive tasks that inform the content of the presentational and interpersonal tasks.</i></li> <li>• <i>The tasks incorporate 21<sup>st</sup> Century Skills: Communication, Collaboration, Critical Thinking, and Creativity.</i></li> </ul>	<b>Interpretive Mode</b>		
	<ol style="list-style-type: none"> <li>1. Watch a video-clip about an Arab family daily routine from the Arab world, and identify family members from the video and determine how it differs from their own families. <a href="https://www.youtube.com/watch?v=vbVDURIOTxc">https://www.youtube.com/watch?v=vbVDURIOTxc</a></li> <li>2. Listen to the Arabic song about family relationship, and make a graphic organizer to show the relationships described in the song. <a href="https://www.youtube.com/watch?v=SgcplEMbyG0">https://www.youtube.com/watch?v=SgcplEMbyG0</a></li> <li>3. Read an authentic story about family; identify the main idea and some details in the story. Compare the family in the story to your family.</li> </ol>	<p style="text-align: center;"><b>Presentational Mode</b></p> <ul style="list-style-type: none"> <li>• (Speaking) Present your family’s daily routine in the U.S., and compare it to the daily routine of a family in a country in the Arab world.</li> <li>• (Writing) Compare your daily routine in the U.S. with the daily routine of a student in a country in the Arab world.</li> </ul>	<p style="text-align: center;"><b>Interpersonal Mode</b></p> <p>In small groups, ask and answer questions about each other’s families based on drawings and/or photos of their families.</p>

<p><b>Cultures</b> (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p><b>Product:</b> Kiss <b>Practice:</b> Youngers kissing elders' hands. <b>Perspective:</b> Respect</p> <p><b>Product:</b> Eye contact (intangible product) <b>Practice:</b> Not looking directly in the eye of elderly <b>Perspective:</b> Respect</p> <p><b>Product:</b> Gathering of people of different ages <b>Practice:</b> Standing when elders enter the room <b>Perspective:</b> Respect</p> <p><b>Product:</b> Guests in your home <b>Practice:</b> Offering extra food for guests with insisting to get more. <b>Perspective:</b> Generosity</p>	
<p><b>Connections</b> (Sample Evidence)</p>	<p><b>Making Connections</b></p> <p>Social Studies.: How the economy is affecting families' way of living.</p> <p>Mathematics: Figuring age differences between family members; survey and graph of ages, number of family members, etc.</p>	<p><b>Acquiring Information</b></p> <p>Consulting websites from the Arab world to learn more about families</p>
<p><b>Comparisons</b> (Sample Evidence)</p>	<p><b>Language Comparisons</b></p>	<p><b>Cultural Comparisons</b></p>
	<p>Gender differences: masculine and feminine</p> <p>Using different names for extended family members for the mother's side/father's side</p>	<ul style="list-style-type: none"> <li>Family structure: living at family home before getting married/leaving home when 18 years old.</li> <li>Different family member roles in the Arab world/United States.</li> <li>Strong bonds between members in Arabic families</li> </ul>
<p><b>Communities</b> (Sample Evidence)</p>	<p><b>School and Community</b></p> <p>Post family profiles in class and on class website on Edmodo Interview their extended family members and make a video to share with extended family members</p>	<p><b>Lifelong Learning</b></p> <p>Build understanding that the family is the important social cell in the Arab world, and how the family gives a sense of belonging</p> <p>Take care of family members.</p> <p>Monitor achievement of learning goals for the unit.</p>
<p><b>Connections to Common Core</b></p>	<p><b>Writing W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>Speaking and Listening SL1:</b> 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><b>Reading R1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	

**Toolbox**

**FUNCTIONS:** Identifying family members  
 Asking and answering questions about family members  
 Sequencing daily routines  
 Describing my daily routine

Can-do Statements	Related Structures / Patterns	Priority Vocabulary
<b>Interpretive Mode</b>	My name is---- This is my family This is my mother This is my father This is my sister This is my Uncle---etc. How old is your---- (Masculine, Feminine) What does your father do? What does your mother do? What does your sister do? What is the role of elderly in the family? How is it different from the United States?	Family Father Mother Self Brother Sister Grandfather Grandmother Stepfather Stepmother Uncle Aunt Cousin Grandson Granddaughter Cat Dog Chicken
I can watch a video-clip about an Arab family’s daily routine from the Arab world, and identify family members from the video.		
I can understand an Arabic song that reflects on families.		
I can watch a video-clip on Arabic family gathering and explain the actions and practices.		
I can read a story about a family in the Arab world.		
<b>Presentational Mode</b>		
I can create a family tree using keywords and pictures, then point to each picture and name each member of the family.		
I can present my family’s daily routine and compare it to an Arabic family.		
I can present how to help my mother in daily routines such as serving guests.		
<b>Interpersonal Mode</b>		
I can ask and answer questions about a family’s daily routines.		
I can exchange information with a classmate about our families.		

**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
Match visual materials to keywords	Identifying family members	Interpretive
Complete double bubble map	Compare and contrast between cultures	Interpretive

Make a family tree	Identifying family members	Presentational
Present their family tree	Explaining	Presentational
Make a movie about their family	Role play	Interpersonal/presentational
Use kahoot App for formative assessment about family members and routines	Engaging	Interpretive
Answer teacher questions using voice thread	Explaining	Interpersonal
<b>Resources</b>	<b>Technology Integration</b>	
Visual materials You tube <a href="https://www.youtube.com/watch?v=MzHMLb2WV0I">https://www.youtube.com/watch?v=MzHMLb2WV0I</a> <a href="https://www.youtube.com/watch?v=hAAsqIMM1UU">https://www.youtube.com/watch?v=hAAsqIMM1UU</a> <a href="https://www.youtube.com/watch?v=bC2GHEzGrG8">https://www.youtube.com/watch?v=bC2GHEzGrG8</a> <a href="https://www.youtube.com/watch?v=gJziAixhITk">https://www.youtube.com/watch?v=gJziAixhITk</a> <a href="https://www.youtube.com/watch?v=_Go_5OSUDFc&amp;ebc=ANyPxKq94iQvHdX1b-VHDd372nSWFuyYrAzYgefSE1r0iR5JQrykwXvGjrFp6-xrJYSZgjXRI0HoLD4eutNVjTRmwfFdU8FYA">https://www.youtube.com/watch?v=_Go_5OSUDFc&amp;ebc=ANyPxKq94iQvHdX1b-VHDd372nSWFuyYrAzYgefSE1r0iR5JQrykwXvGjrFp6-xrJYSZgjXRI0HoLD4eutNVjTRmwfFdU8FYA</a> <a href="https://www.youtube.com/watch?v=-JLCJ0GeKRI">https://www.youtube.com/watch?v=-JLCJ0GeKRI</a>	Movie maker software: <a href="http://www.kahoot.it">www.kahoot.it</a> Voice thread Quizlet	