**AP Theme/ Topic: Beauty and Aesthetics/ Shapes and Sizes**

**Essential Question: What shapes and sizes make our world?**

### Learners will be able to:

- Name five shapes and three sizes of objects in the classroom and in Arabic artifacts.
- Identify the shapes and sizes of Arabic artifacts and monuments based on given visuals.
- Understand and write the word *الشكل* small and big and the original shapes of the letters.
- Recognize some Arabic artifacts and describe the size of it such as: Cairo tower, pyramids, Haleb castle, Petra, etc.
- Identify reasons why Arabs and tourists visit these artifacts and monuments.
- Learn about great historical facts related to the Arab world and architecture and how Arabs contributed to the world civilization.
- Connect unit content to Social Studies: Arab contributions to world civilization and architecture (the engineer Aljaazri); identify and share what is used in our daily life that is historically related.
- Connect unit content to Math: Al-idreesi and the round shapes of earth; contribution to creating numeric system.
- Identify and share the roots and origins of familiar English words derived from Arabic (zero = sefer).
- Give examples of American and Arabic artifacts that represent shapes targeted in this unit.
- Skype with native speakers in the Arab world to share learner-created posters depicting Arabic artifacts and participate in simple conversations related to the shapes of the artifacts.
- Monitor progress towards meeting personal and class goals for the unit.
- Create shapes book and share it with family and peers, asking and answering questions about all the images in the book.

### Unit Goals

### Summative Performance Tasks

#### Interpretive

Learners identify (point to or touch) shapes of certain sizes and colors from visuals (e.g., artwork, pictures) based on descriptions given by the teacher. Example of a description to be said in Arabic: *ما هي الشكل؟* (What is it?)

### Presentational

Learners are divided into groups of two or three to sing "المربع والدائرة" songs. Learners hold the shape or any objects that they like such as a toy or a picture of a place while they are singing, and hold it up when the shape is named in the song.

### Interpersonal

Partners will be given visuals and will ask each other about the shapes and sizes in those visuals. Questions include: "هل هذا صغير أم متوسط أم كبير؟ هو هذا الشكل مربع أم دائرة؟" and "ما هي الشكل في الرسالة؟". Learners respond appropriately to the questions posed.

### Can Do Statements

#### Interpretive

- I can recognize the names of the shapes in my math class.
- I can understand when someone asks about the shape of certain objects.
- I can recognize and read some words on street signs or in a short text.
- I can read Arabic phrases and sentences related to shapes, sizes, colors and number of angles with comprehension.

#### Presentational

- I can name some Arabic artifacts and landmarks.
- I can sing the (square and circle song) presenting the shape I'm singing about and the size of the shape.
- I can label shapes of Arabic artifacts and compare it to similar American artifacts in terms of size.

#### Interpersonal

- I can ask and respond to simple questions about the shapes and sizes of objects and toys and classroom objects.
- I can differentiate between the multiple sizes of objects.
- I can talk about objects I have in school and at home.
- I can exchange simple information with learners in the Arabic world about size and shape of American artifacts and Arabic artifacts and monuments popular in their house, school and country.
### Supporting Functions
- **Describing** all target shapes along with their colors, sizes.
  - This is + size + name of the shape + Color
  - هذا / هذه + حجم + اسم الشكل ولونة
- **Asking and answering questions** about the number of angles and corners in all target shapes
  - How many angles and corners in a square?
- **Identifying** the shapes of objects they have in their backpack and in the classroom
- **Listing** shapes
- **Differentiating** among shapes

### Supporting Structures/Patterns
- This is + name of the shape.
  - هذا / هذه + اسم الشكل
- This is + size + name of the shape.
  - هذا / هذه + حجم + اسم الشكل
- This is a big triangle.
  - هذا مثلث كبير
- This is a medium triangle.
  - هذا مثلث متوسط
- This is a small triangle.
  - هذا مثلث صغير
- The triangle has 3 angles.
  - المثلث له ثلاثة اضلاع
- The square has 4 corners.
  - المربع له أربع زوايا
- The rectangle has 4 corners.
  - المستطيل له أربع زوايا
- The star has 5 sharp angles.
  - النجمة لها خمسة اضلاع حادة

### Priority Vocabulary
- round
- square
- rectangle
- triangle
- star
- circle
- angle
- sharp
- picture
- picture
- big
- small
- middle
- corners

### Pre-Assessment
The pre-assessment is intended to evaluate learners’ recall of colors and counting (1-10) while also evaluating their ability to pronounce the vocabulary.

- The pre-assessment shouldn’t be scored. Use the learners’ performance to inform instructional decisions.

### Scoring Guidelines for Summative Assessments

<table>
<thead>
<tr>
<th>Presentational Assessment Scoring Guidelines: Use the following rubric to assess student performance:</th>
<th>Interpretive Assessment Scoring Guidelines: Use the following rubric to assess student performance:</th>
<th>Interpersonal Assessment Scoring Guidelines: Use the following rubric to assess student performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- Student is able to independently perform the song.</td>
<td>4- Student is able to accurately identify all shapes and colors in visuals as they are described by the teacher.</td>
<td>4- Student is able to accurately ask and answer questions about shapes, number of corners, and sizes all of the time with good pronunciation of vocabulary and expressions.</td>
</tr>
<tr>
<td>2- Student is able to perform the song with some help.</td>
<td>3- Student is able to accurately identify most shapes and colors in visuals as they are described by the teacher.</td>
<td>3- Student is able to accurately ask and answer questions about shapes, number of corners, and sizes most of the time with good pronunciation; may have minor tone problem.</td>
</tr>
<tr>
<td>1- Student is unable to perform the song.</td>
<td>2- Student is able to accurately identify some shapes and colors in visuals as described by the teacher.</td>
<td>2- Student is able to accurately ask and answer about shapes, number of corners, and sizes some of the time with some errors in pronunciation and tone.</td>
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<tr>
<td></td>
<td>1- Student is able to accurately identify only one or two shapes and colors in visuals as described by the teacher.</td>
<td>1- Student is unable to accurately ask and answer about shapes, number of corners, and sizes.</td>
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### Key Activities/Formative Assessments

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<td>- Play &quot;Shape Personification&quot; game: act out the shapes using body gestures based on teacher commands.</td>
<td>- Recite the numbers song and colors song as a pre-assessment.</td>
<td>- Inside-outside circles: ask and answer about what shape you have and how many angles this shape has.</td>
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<td>- PowerPoint reading based on the TPRS story telling. Practice reading and pronunciation of language structures including target vocabulary.</td>
<td>- Sing the &quot;Square and Circle&quot; song with body gestures.</td>
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<td>- Match Arabic word to its meaning in English.</td>
<td>- Write the shape based on the Arabic artifacts displayed on board. (given list of vocabulary). This activity will support writing of shapes and recognition of Arabic artifacts.</td>
<td>- Go Fish game</td>
</tr>
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<td>- Listen to teacher saying shapes and circle the picture associated with the shape.</td>
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<td>- After reading the PowerPoint paragraph that is elicited from TPRS storytelling, learners will ask simple questions and others will answer based on comprehension of provided paragraph.</td>
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<td>- Draw shapes and their size and color on the shapes book based on instructions given by the teacher.</td>
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