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| **Teacher Name: Nema Mubarak**  **School Name: White Haven High School** |
| Unit Name: Traveling Subject: Arabic II Grades:10-12 |
| **Standards:**  List of the State/District standards addressed in the lesson.  **National & TN Standard 1.1**  1.1L Give simple descriptions, 1.1N Ask simple questions and provide responses based on general topic.  **National & TN Standard 1.2**  1.2A Identify the main ideas and some details when reading and listening.  **National & TN Standard 1.3**  1.3A Give short informal presentation spoken or written on a familiar topic.  **21st Century Skills**  Communication, Collaboration, Critical thinking, Creativity, and Social & Cross Cultural Skills.  **District standards for Foreign Language Learning**  Communication, Culture, Comparisons, Connections and Communities  **The Standards relate to the lesson:**   1. Interpretive communication (Standard 1.2), which has to do with demonstrating comprehension of content from authentic audio and visual resources 2. Cultures: practice and products (Standard 2.1 and 2.2), which has to do with examining, comparing, and reflecting on products and /or perspectives of the target culture 3. Connections (Standard 3.2), which has to do with acquiring information from other content areas using authentic sources 4. Comparisons: language (Standard 4.1), which has to do with evaluating similarities and differences in language 5. Comparisons: cultures (Standard 4.2), which has to do with evaluating similarities and differences in the perspectives of the target culture and one’s own culture. |
| **BACKGROUND and RATIONALE:**  This lesson will be presented to level two – unit four – in the third quarter, and it will take four classes to be covered. Based on that, I will be using English 65 percent of the time. In this stage, I use Arabic for considering meaning, bearing input, and to communicate with students with a variety of vocabulary and phrases such as excellent=momtaz, read=eqra’a, law samaht=Excuse me-Ib’hath=research.  Students in this level get an abroad input because their comprehension skills are limited in the beginning, but start to broaden with daily usage of more Arabic phrase such as eftah al kitab wa eqra’a- open the book and read, takalam bebutu’ – Talk slowly, Eftah al bab wa udkhul – open the door and enter, Takalam ma’a sadiiquka=talk with your friend, and Ith’hab ila al hasuub= go to the computer.  In this lesson, the students will be divided into four groups. The teacher will have one member of each group select a specific country’s name from a basket. Each group will research the different Arabic country that they selected.  Firstly, my input activity focuses on teaching students how to pronounce different Arab countries and their capitals with their English and Arabic names to allow them to talk about their favorite country.  My processing instruction lesson focuses on teaching students how to use, for the first time, all three of the tense of verbs including present, future, and past in Arabic sentences to talk about themselves. My reading lesson plan included a story about a person who traveled to Jordan. This story provided students with rich expressions and phrases about travelling. Also, students will learn positives life habits in different Arabic countries, and they will correct a lot of false stereotype about Arabs.  Assuming that the students successfully achieve the skills from these sub goals, these things will give students what they need to know and what they need to be able to do in order to complete one these tasks “Fill out a chart”, create a PowerPoint, design a brochure of Arabic country, or create your own story about your trip to the Arabic Country you select. Each group will have a different final task to complete. |
| **Essential Questions:**   1. How would your life be harder/easier if you lived in an Arabic Country? 2. How is the concept of being “Different” positive? 3. How many false stereotype can you correct after this lesson? 4. How does daily life differ from country to country? 5. How does learning another language broaden our experience? 6. What are the main features of Arab personality? |
| **Objectives:**   1. **Understanding:** 2. **Students will develop an understanding of the common characteristics of the Arab Countries.** 3. **Students can describe typical daily life in one of the Arab country** 4. **Students reflect on the impact of Islam in shaping the Arabic community.** 5. **Students draw a connection between different aspects of Arab life such as economic, social, culture and education, and how each affects the other.** 6. **Students exchange their obtained information from one another and use their skills such as discussion, comparing, and reading in order to prepare them to achieve the lesson goal. (Jigsaw)** 7. **Language Learning:** 8. **Students review the following words( Arabic pronouns, numbers, adjective/ noun placement and agreement, activity words)** 9. **Learn the names of the 22 Arab countries and their capitals in Arabic.** 10. **Learn new vocabulary with their concept and understand how to use it properly linguistically** 11. **verb conjugation with different pronouns** 12. **past, present and imperative verb forms** 13. **How to speak and write a paragraph about their favorite Arabic Countries.** |
| **Materials:**  **Flash Cards- Posters- Projectors -Power point- Computers-Audio CDs-Videos-Arab World Map.** |
| **Activities:**   * **Breaking down the 90 minute class that meets every other day**   **Warm up:( 15 minutes)**  I will make the lesson more personal and interesting to the students. I will ask students several questions such as what are you doing this summer? What countries have you visited so far? Did you visit an Arabic country before? I will direct the students’ attention towards the 22 Arabic Countries and the importance of economic stature occupied by some Arab countries such as Qatar, Saudi Arabia and how these countries should grant the students academic and professional opportunities in their future.  I will introduce the lesson objectives and the essential questions. This unit will take three to four lessons to be covered successfully. Also, I will explain to them that we are going to split the class into groups. Each group will study and discuss one Arabic country. Countries names will be selected by a classroom lot.  **Procedures:**  **Step one:( 30 minutes) Modeling:**   1. **Each group will receive a handout with the required information they must includ:** 2. The specific geographical location and population. 3. The system of government in the country 4. Traditional Clothing heritage. 5. Historical heritage 6. Traditional Foods 7. Progress made by Arab women in this country 8. The most prominent Writers 9. The most popular and famous music 10. Sports movement and their most important achievements.   J-Issues and problems confronting the Arabs in their daily life in the selected country.   1. **Students will go through the handout and discuss with the teacher the guidelines.** 2. **Teacher gives and provides the students with more details and different examples of previous and expected work.** 3. **Discussing and eliciting students’ responses about the Arab World and their prior knowledge about it through a semantic map.** 4. **Teacher projects a PowerPoint of Adam’s story about his trip to Jordan. Students read the story out loud and interpret the main ideas in the story with teacher supervision.** 5. **At the end of the three lessons, students are expected to complete one these tasks “Fill out a chart”, create a PowerPoint, design a brochure of Arabic country, or create your own story about your trip in the Arabic Country you select.**   **Step Two:( 30 minutes)** **independent/group work**:   1. **All group members should feel a sense of personal responsibility for the success of their team mates and realize that their individual success depends on the group’s success.** 2. **Teacher escorts the groups to their computer.** 3. **In groups, students brainstorm the characteristics of the Arabs people.** 4. **Each group will agree on assigned roles (ex. Computer researcher, writer, hand-out-filler-upper etc.)** 5. **The students will investigate issues and problems confronting the Arabs in their daily life.**   **Closure (15 minutes):**   1. **In the first and second lesson the closure will be:Teacher debriefs and mentions the next day’s focus of continuing to gather the required information about their target country.** 2. **This lesson tests the students’ abilities to utilize certain sub goals such as using vocabulary related to traveling, using different expressions to talk about an Arab Country, using different tenses of Arabic verb forms, and learning new phrases and vocabulary from reading a story besides all the information that is collected through the group work.** 3. **Each group presents its work through a power point, chart, brochure, or story about the Arab Country they selected.** 4. **Students should reach all these sub goals successfully and should now be able to achieve a lesson wide proficiency goal. By doing one of the previous mentioned steps, students will demonstrate that they have reached the final goal of this lesson.**   **Assessments:**   1. **Interpretive:**   **a- Students demonstrate understanding by actively participating in class discussion.**   1. **Students recognize the past tense and conjugate it with plural subject pronoun** 2. **Presentational:** 3. **Students present orally to an audience.** 4. **Students do reciprocal teaching and presentation tasks.** 5. **Interpersonal:**   **a- Students use “negation” sentences.**   1. **Students ask questions using correct questions phrases.** 2. **Students answer questions using appropriate phrases.**   **Resourses:**   1. The classroom teacher 2. Classroom library (Different text books, Work books, Arabic news Paper, and Arabic Magazine, Dictionaries). 3. Classroom’computers. 4. Internet: The following websites are examples of what student’s research in order to finish the final goal in this lesson. 5. <http://middleeastpdx.org/arabculture/> 6. <https://www.youtube.com/watch?v=5XKM4Z648BQ> 7. <https://www.youtube.com/watch?v=C5j8dJ0ub7M> 8. <https://www.youtube.com/watch?v=UZ3YJiUfgYo> 9. <https://www.youtube.com/watch?v=9Eg_YlI7l4E> 10. <https://www.youtube.com/watch?v=_XxeqqBp8k0> |