

PEMBROKE PUBLIC SCHOOLS

Unit Map

Department of World Languages

Course Overarching Essential Questions: How to order and ask for a drink in a coffeehouse?

SUBJECT: Arabic 1		COURSE: UNIT 6		GRADE LEVEL(S): 11-12	
UNIT / THEME / GENRE : LETTERS AND SOUNDS / INTRODUCING SOMEONE		TIME REQUIRED: 5 WEEKS		LATEST REVISION: October 2022	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): THE STUDENTS WILL USE THE NEW VOCABULARY TO ORDER A DRINK, AND ASK OTHERS WHAT THEY WOULD LIKE TO DRINK.					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<ul style="list-style-type: none"> - How is gender indicated in Arabic language? - What are the next letters of the Arabic alphabet? - How can adjectives be used to vary sentence structure? - How is coffee a cornerstone of Arabic culture? 	<p>Speaking: ordering a drink and asking people what they would like to drink (formal / Egyptian / Levantine).</p> <p>Pronunciation: Letters <i>Taa</i>, <i>DHaa</i>, <i>3ayn</i>, and <i>ghayn</i> in all four positions. Use the <i>taa marbuuTa</i> to indicate the feminine gender in speaking.</p> <p>Writing: write letters <i>Taa</i>, <i>DHaa</i>, <i>3ayn</i>, and <i>ghayn</i> in all four positions, and in new vocabulary.</p>	<ul style="list-style-type: none"> - Use the <i>taa marbuTa</i> and understand its function. - Utilize adjectives and understand that they must agree with their subject in gender 	<ul style="list-style-type: none"> • ordering coffee or tea in a cafe or coffeehouse. • say what you would like to drink, and ask what others would like to drink.. • Identify and distinguish the following letters in Arabic: <i>Taa</i>, <i>DHaa</i>, <i>3ayn</i>, and <i>ghayn</i>. • Recognize the <i>taa marbuuTa</i> and understand its function (feminine gender identification in nouns and 	<p><u>Communication Standards:</u></p> <p>(NL.1.a)</p> <p>(NL.1.b)</p> <p>(NL.2.a)</p> <p>(NL.2.b)</p> <p>(NL.3.a)</p> <p>(NL.3.b)</p> <p>(NL.4.a)</p> <p><u>Linguistic Cultures Standards:</u></p> <p>(NL.5.a)</p> <p>(NL.5.b)</p>	

	<p>Culture: the coffeehouse and its importance in different Arab countries (popular meeting places especially for men).</p>		<p>adjectives).</p>	<p>(NL.6.a.1) (NL.6.a.2) (NL.6.b.1) (NL.6.b.2) (NL.6.b.3) <u>Lifelong Learning Standards</u> (NL.7.a) (NL.7.b) (NL.8.b.1) (NL.8.b.2)</p>
		<p>COMMON MISUNDERSTANDINGS</p>		
		<ul style="list-style-type: none"> - the <i>taa marbuuTa</i> and its position at the end of nouns and adjectives.. - Special characteristics of Arabic script. - the pronunciation of <i>ghayn</i> (the French “r”) 		

CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative:

- Speaking: role playing / skits
- Writing: white board writing practice / alphabet practice and transliteration for new vocabulary
- Listening: Alif Baa online listening vocabulary (formal and Colloquial)
- Reading: Alif Baa online pronunciation activity

Summative:

- Reading:

- Speaking:
- Writing:
- Listening:

RESOURCES:

Alif Baa website
 Alif Baa workbook
 Alif Baa companion presentation
 PowerPoint presentations:
 Worksheets:

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life)-ex: create, write: jaahiz/a, qahwa, Haliib, sukkar, sukkar wasaT, 3aSiir, maa, hayyaa binaa, ashrah, tashrah/tashrabiin, yashrah, tashrah...

Tier 2 (vocabulary that will be encountered in other content areas): sayyara, saa3a, shajara, ghariib/a, Saghiir/a, kabiir/a, sahl/a, Sa3b/a, wasi3/a...

Tier 3: adh-hab, tadh-hab/tadh-habiin, yadh-hab (he), tadh-hab(she)...

Lesson Plan List (numbered list with a brief description of each lesson)

- **Letters and sounds: Part One**
 - ◌ - *taa marbuuTa*
 - ط - Taa,
 - ظ - Dhaa,
- **Letters and sounds: Part Two**
 - ع - >ayn,
 - غ - ghayn,
- **Gender in Arabic**
 - taa marbuuTa* to define the feminine gender for nouns and adjectives
 - the grammatical function of the *taa marbuuTa*
- **Vocabulary and conversation: Coffee Time**

Reflections on lessons as implemented:

new vocabulary part 1

saying "I want to drink..., what would you like to drink?"

culture: At the coffeehouse

understand the importance and the popularity of a coffeehouse especially amongst men.

- **Vocabulary and conversation: Describing with adjectives**

new vocabulary part 2

agreement of adjectives with the gender of the nouns.

reading words as a whole rather than letter by letter or syllable by syllable.