

Unit Overview	
Language	Arabic
Grade	4- 6th Grade
Targeted Range of Performance	Intermediate rang
Length of Unit	10 Weeks
Approximate Number of Minutes Weekly	150 minutes every week
Theme: Topic	Contemporary Life: Media, Newspaper, and the Internet
Essential Question	What is the newspaper, when were arabic newspapers established and how dose that affect the world?
Where the unit comes in the academic year (beginning, middle, end) Beginning of Second Semester	
Key Prior Learning	Greetings; counting , clarification questions and phrases; some descriptive vocabulary related to the unit; gender agreement of nouns and adjectives in Arabic,and questions tools.
Unit Goals	
<i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ● Describe newspapers ● Describe a picture of newspaper. ● Talk about how newspaper. makes people feel. ● Ask and answer questions about what you like about newspapers. ● Identify the top newspaper in the Arab words comper to Amirican newspaper ● Match descriptions of different kinds of newspapers with pictures. ● Compare/contrast the difference between American and British Arabic newspapers. ● Express opinions about what do you read: American and British Arabic newspapers or Arab countries newspapers. ● Give possible explanations for the diversity in the Arab countries newspapers, and American and British Arabic newspapers. ● Read articles about the benefit of reading Arabic newspapers for learning Arabic language.

Summative Performance Tasks مهام الأداء النهائية

These tasks allow learners to demonstrate how well they have met the goals of the unit.

تسمح هذه المهام للمتعلمين بإظهار مدى نجاحهم في تحقيق أهداف الوحدة.

- *The template encourages multiple Interpretive tasks.*
- *The Interpretive tasks inform the content of the Interpersonal and Presentational tasks.*
- *The tasks incorporate 21st Century Learning*

Interpretive Mode

- Read a short article about Arabic newspapers compared to English ones in order to identify the qualities that make either one of them the best way to keep up with daily news for me as a reader.
- Draw a sketch based on a description of newspapers' kinds.
- Watch videos about newspapers from different countries where the target language is spoken, and identify the reason for the newspapers' names.
- (The video is 4:53 minutes long. Teachers can use all or part of the video.)
- Listen to an advertisement for one of the online newspaper ads, and circle the items mentioned in the advertisement.
- Read/Listen to a short description of the newspaper and match the description to the appropriate kinds of newspapers.
- Draw a sketch based on a description of the benefits of newspapers.

Interpersonal Mode

With classmates, talk about your favorite newspapers, sharing what you know about, who published them, and what emotions are associated with them.

Presentational Mode

Create a presentation about your favorite kind of newspapers Including

- Original newspaper.
- The newspaper country.
- Why do you like it?

Can Do Statements

Interpretive	<ul style="list-style-type: none"> ● (R) I can understand some main ideas and some details of an informational text about newspapers. ● (L) I can understand newspaper-related words and connect what I hear with a visual. ● (L) I can associate the names of a newspaper with pictures of the items. ● (L) I can understand a description of the newspaper. where the target language is spoken. ● (R) I can identify familiar words and sentences in newspaper articles and titles. ● (L) I can understand a description modifies the newspapers. ● (L) I can understand some main ideas and a few supporting details of discussions and presentations about different kinds of newspapers. ● (L+R) I can understand some main ideas and some details of the guide’s description for Arabic newspapers and English versions.
Interpersonal	<ul style="list-style-type: none"> ● I can ask and respond to questions about the newspaper from different cities where the target language is spoken ● I can share how people feel when they read different articles in the newspapers in Arabic.. ● I can compare the newspaper of a city I researched with the newspapers in other cities that my classmates researched to find which cities have similar kinds of newspapers. ● I can agree or disagree with my classmates’ opinions about what is the best newspaper in the Arab world.
Presentational	<ul style="list-style-type: none"> ● (S+W) I can describe a newspaper using simple and complicated sentences. ● (S+W) I can name the most popular newspapers in different Arab countries. ● (S+W) I can comper between the most popular Arabic newspapers in different Arab countries, and America. ● (S) I can describe what people like or dislike about newspapers in different countries. ● (S) I can express what I like and dislikes about certain newspapers. ● (S) I can state simple reasons why people choose certain newspapers to read every day.

Supporting Functions الأنماط الداعمة	Supporting الوظائف الداعمة Structures/Patterns	Priority Vocabulary	
<ul style="list-style-type: none"> ● Describe an Arabic newspaper. ● Identify an Arabic newspaper. ● Ask and respond to questions about newspapers. ● Compare between different kinds of newspapers. ● Express personal opinions like and dislikes about newspaper articles and topics. 	<ul style="list-style-type: none"> • Questions tool متى، أين، ما، كيف، هل، كم • like/dislike... • Do you like ___? • Me too. • A lot/a little • Because .. • They/we read...choose. • Describe anything you see in the picture. • Name a newspapers you read? • What catches your eye in newspapers, and why? 	newspapers	الصحف /الجرائد
		newspaper as-singular	الصحيفة/ الجريدة
		The difference	الفرق
		The resemblance kinds	التشابه أنواع
		My opinion	رأيي
		The Importance established	أهمية نشأة

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 pictures of the newspaper to the country it is related to.	Link newspapers to their countries	Interpretive Interpersonal
Take turns leading the class opening by giving a report about the Arabic newspaper in your home country and in other places where the target language is spoken	Practice some facts about newspapers in your home country compare to other places where the target language is spoken	Presentational
Match pictures of the newspaper to the country it is related to.	Practice the structure: People like _____ newspaper because the it is _____. I agree/disagree	Presentational
Research a newspaper where the target language is spoken, and compare it to another one in another country.	Compare newspapers in different places	Interpretive Interpersonal
Make comparisons: between a newspaper in one country and another newspaper in another country (colorful, media, videos, comments, colores, comments, etc.)	Making comparisons	Presentational