

Unit Overview	
Language	Arabic
Grade	4- 6th Grade
Targeted Range of Performance	Novice 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 a newspaper?
Where the unit comes in the academic year (beginning, middle, end)	Beginning of Second Semester
Key Prior Learning	Greetings; counting 1-100; clarification questions and phrases; some descriptive vocabulary related to the unit; gender agreement of nouns and adjectives in Arabic
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"> ● Ask and answer questions about newspapers. ● Describe a picture of newspaper. ● Ask and answer questions about what you like about newspapers. ● Compare what we wear and what people in countries where the target language is spoken wear ● Conduct a mini-research on one city where the target language is spoken to collect information about newspapers. in that city. Create a visual with this information to present to the class ● Locate countries where the target language is spoken on a world map, and describe ethnic newspapers in those countries ● Identify factors that might influence people’s newspaper choices

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	<ul style="list-style-type: none">• Watch short videos about newspapers from different countries where the target language is spoken, and identify the reason of 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 online newspaper ads, and circle the items mentioned in the advertisement.• Read/Listen to a short description of a newspaper and match the description to 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 publishes it, and what emotions are associated with it.
Presentational Mode	Create a presentation about your favorite kind of newspaper Including: <ul style="list-style-type: none">• An original newspapers. the newspaper country.• Why do you like it?

Can Do Statements

Interpretive	<ul style="list-style-type: none"> ● (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 in short newspaper articles and titles. 	
Interpersonal	<ul style="list-style-type: none"> ● I can ask and respond to simple 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 newspaper. ● 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 sentences. ● (S+W) I can name the most popular newspapers in different Arab countries. ● (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

- **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.

- 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?

Newspaper	جريدة
What	ماذا
Where	أين
The father reads	يقرأ الأب
The father sat	جلس الأب
Book	كتاب
Story	قصة
After	بعد
passing	مرور
Time	وقت
Short (Adjective)	قصير
Ali discovered	اكتشف علي
The father slept	نام الأب

		His handles	يداه
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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

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