

How do Stage 1, Stage 2 and Stage 3 of the curriculum development process connect to daily classroom instruction? How do instructors take program learning goals and key performance assessments and use them to develop learning plans and episodes? As instructors unpack the lesson Can-Do Statements by outlining vocabulary and language chunks for each lesson Can-Do Statement with a corresponding check for learning, they complete the bridge from curriculum to learning plan.

LANGUAGE: Arabic

GRADES: 3-5

PERFORMANCE TARGET: Novice Mid/High

Unit Theme: Let's Go Somewhere

Students will explore authentic products and practices that relate to traveling to an Arab country (Morocco, Egypt, Jordan, etc.). They will travel to get to know different regions/cities in the country and to investigate a significant aspect of the culture or country. Before leaving on the trip, they will learn about the geographical features and climate of the area. They will also practice greetings so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will pack their backpacks with items they must take along on a virtual or classroom fieldtrip to a region they have chosen. Once they arrive at their location, they will investigate the area and get to know the people and their customs. At the end of the program, students will use their Arabic language skills to share with their parents what they have learned about the region.



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- Interpersonal -

I can have introductory conversations with people I meet on my trip in culturally appropriate ways.

Program Can-Do Statement #2

- Interpersonal -

I can ask and answer questions about regions I and others want to visit.

Program Can-Do Statement #3

- Interpersonal -

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Program Can-Do Statement #4

- Interpersonal -

I can compare what I like and don't like about the trip with others.

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- Presentational -

I can state which region I want to visit and why.

Program Can-Do Statement #6

- Presentational -

I can describe things I see and do on my trip.

Program Can-Do Statement #1

Program Can-Do Statement:

I can have introductory conversations with people I meet on my trip in culturally appropriate ways.



Performance Assessment Task:

Students assume the roles of different people who are at the airport. They talk with each other to find out who they are, where they live, and where they are going. After completing the initial conversations, students repeat the task multiple times to form common groups based on 1) where they live, 2) where they are going, and 3) whether their assigned role is an adult or a child.

Lesson Can-Do	Vocabulary	Checks for Learning
I can identify different ways to begin and end a conversation. Interpretive	مرحباً/أهلاً مع السلام إلى اللقاء	The teacher teaches a gesture for expressions that begin a conversation (a casual wave facing the teacher) and a gesture for ending a conversation (turning head away from teacher). Students then signal according to the expression that they hear.
I can recognize different ways to greet different people. Interpretive	السلام عليكم، مرحباً كيف حالك؟ أنا بخير شكراً. مع السلامة إلى اللقاء تشرفنا	The teacher posts pictures of different people in the room (adult, child, friend, etc.). The teacher says a greeting and the students point to the correct image. Alternatively, students have images and hold up the correct image.
I can greet different people appropriately. Interpersonal	راجع المفردات في القسم السابق أعلاه.	The teacher distributes images representing different people to each student. The students mix and mingle greeting each other appropriately.
I can tell someone my name and ask their name. Interpersonal	اسمي... ما اسمك؟	Students form an inner-outer circle. They greet each other and then ask and answer questions to learn names.
I can indicate where people are from based on what I hear. Interpretive	أسماء بلدان ومدن رئيسية عربية هو/هي من..	The teacher uses images of people from places (cities, countries) where Arabic is spoken. He/she introduces a person showing the image and saying where the person is from. The students write the person's name in the correct location.
I can tell someone where I'm from and ask where they are from. Interpersonal	أنا من... من أين أنت؟	The teacher creates or has students create identity cards indicating where they are from. Students self-select a location or are given a location by the teacher. Students then mix and mingle with the goal of meeting others from the same city, region or country.
I can indicate where people are going based	مطعم / يأكل السوق / يتسوق	Students have learned gestures that represent things that they might do in different places. As students hear a place named, they gesture what they would do

<p>on what I hear.</p> <p>Interpretive</p>	<p>المدرسة / يتعلم البيت / ينام الحديقة / يلعب السينما / يُشاهد فيلم المكتبة / يقرأ</p>	<p>there.</p>
<p>I can tell someone where I'm going and ask where they are going.</p> <p>Interpersonal</p>	<p>أنا أذهب إلى ... (الأماكن المذكورة أعلاه) أين تذهب؟</p>	<p>Students are given a page of images depicting places where they can go. Each student selects 3 destinations without showing anyone else. They then pair up to ask and answer questions to find out if they are going to any of the same places.</p>
<p>Authentic Materials & Resources</p>		
<ul style="list-style-type: none"> • http://www.internetpolyglot.com/lesson-1202101130 التعرف • http://www.hejleh.com/countries/ البلدان العربية 		

Program Can-Do Statement #2

Program Can-Do Statement:

I can ask and answer questions about regions I and others want to visit.



Performance Assessment Task:

The class has been divided into four tour groups each going to a different region. Students ask and answer questions to talk about where they are going and why they are interested in going there. After completing the initial conversation, they repeat the task to find out who is in the same tour group.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can recognize directions to locate places on a map.</p> <p>Interpretive</p>	<p>الإتجاهات: شرق، غرب، شمال، جنوب إبدأ من.... (مكان) إذهب إلى/إتجه نحو... (اتجاه)</p>	<p>Students are given a set of images representing places on a map. Students listen as directions are given to a specific place. They trace the route, then select the image of the appropriate place. They wait for a signal from the teacher and then show the image to the teacher.</p>
<p>I can identify which specific region a product or image is from.</p> <p>Interpretive</p>	<p>بلد مدينة أسماء البلدان العربية وأهم المدن أماكن مشهورة في الوطن العربي: أهرامات الجيزة في مصر، بترا في الأردن، برج خليفة في مدينة دبي في الإمارات، جامع الحسن الثاني في الدار البيضاء في المغرب، مسجد قبة الصخرة في القدس في فلسطين، قلعة بني حمّاد في الجزائر، أبراج الكويت في مدينة الكويت، الخ. منتجات من بلدان عربية مختلفة: عود، قفطان مغربي، ثوب فلسطيني، خيمة من السعودية، تبولة لبنانية، إلخ.</p>	<p>The teacher distributes images of products and places to the students so that each student has 3 images. The teacher names a product or place and students with those images stand. They then walk to a visual/map representing the place where the product or image is from.</p>
<p>I can identify places and products when I hear them described.</p> <p>Interpretive</p>	<p>أنظر إلى المفردات من القسم السابق أعلاه.</p>	<p>Students are given an image page with places and products. They pair up and play a version of slap jack. The teacher describes the place or product without naming it. Students race to touch that image first. In smaller classes this can also be played as a game of twister by putting images on the floor.</p>
<p>I can ask and answer questions to find out where a product or</p>	<p>من أين هذا/هذه؟ هذا/هذه من... • Do you have an ...</p>	<p>The teacher creates pairs of cards, one having a place, the other an image. Each student is given a card. They must ask and answer questions to find their pair. Students ask "Do you have an (item)?" "No, it's in</p>

<p>image can be found.</p> <p>Interpersonal</p>	<p>(item)?</p> <ul style="list-style-type: none"> question word, yes (to have), no (not have), it (that) 	<p>(place).” or “Yes, you are in (place)?”</p>
<p>I can identify where others want to go based on information they share.</p> <p>Interpretive</p>	<ul style="list-style-type: none"> Recycle from Previous 	<p>The names of various places are placed on the walls of the classroom. The teacher gives 3 clues about a place where he/she wants to go. She then calls on a few students who stand and move to the correct place.</p>
<p>I can ask and answer questions to find out where I and others want to go and why.</p> <p>Interpersonal</p>	<p>الى أين تذهب؟ لماذا؟ أريد الذهاب إلى... (مكان) لأن...</p>	<p>Students determine they want to go and write that place on a slip of paper. They then pair with others asking and answering questions to determine where they are in world. Once they establish the place they talk to determine why their partner picked that place. Students continue to interview others to see if they can find someone who wants to go to the same place.</p>

Program Can-Do Statement #3

Program Can-Do Statement:

I can ask and answer questions about what I have and need to take on my trip.




Performance Assessment Task:

Students are given a backpack with items they need for their trip according to the region they will visit. Nothing is right. Students have items they need and others they don't need. They ask and answer questions to find out where they are going, what they have, and to get what they need.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can recognize items that I need for a trip.</p> <p>Interpretive</p>	<p>الملابس: سترة/جاكيت، حذاء للمشي، قبعة، حزام، قميص، بنطون، لباس البحر</p> <p>مستلزمات الحمام: فرشاة أسنان، منشفة، فرشاة/مشط شعر، صابون، واقي للشمس</p>	<p>Students pack a backpack by selecting the correct images as they hear them named.</p>
<p>I can identify what others have and don't have.</p> <p>Interpretive</p>	<p>• Recycle from previous</p> <p>ارجع للمفردات في القسم السابق أعلاه</p>	<p>Each student has a set of images or objects. As the teacher calls 4 or 5 items, the students pick those items up in the order called.</p>
<p>I can say what I have and ask others what they have.</p> <p>Interpersonal</p>	<p>أنا معي ... (مستلزمات السفر) هل معك ... (مستلزمات السفر)؟</p>	<p>The teacher creates sets of cards with common items so that there are 4 cards for each "family". Students must mingle to ask and answer questions to find their "family". Once students are grouped as a family, teacher double checks to see what they have. They then collaborate to create a couple of sentences to say where they are going.</p>
<p>I can identify what others need to pack based on where they are going.</p> <p>Interpretive</p>	<p>استخدم المفردات من الأقسام السابقة</p>	<p>Students pull an image from a set of images and share where they are going. Based on what is said, the other students hold up an image depicting an item that is must for that destination. For example, sunscreen for a beach destination.</p>
<p>I can identify missing items based on where people are going.</p> <p>Interpretive</p>	<p>استخدم المفردات من الأقسام السابقة</p> <p>هذا/هذه</p>	<p>The teacher displays a tray of items or images that would be packed for a destination. He/she names some of the items but not all. The students must hold up the image of the missing item.</p>
<p>I can ask and answer questions to find out what I need to pack to go to a certain region.</p> <p>Interpersonal</p>	<p>ماذا أحتاج لـ ... (اسم بلد أو مدينة) أحتاج لـ... (مستلزمات السفر)</p>	<p>Each student is given a destination and is told that they must take 4 very important items. Unfortunately, they are not told what they are. Other students have cards saying what key items are needed for certain destinations. Students must ask and answer questions to find out what they need. "Do I need an (item)?" Students can only get one answer per exchange and must continue to circulate trying to identify the 4</p>

		items within a certain amount of time. This activity can be repeated multiple times by having students exchange cards.
I can ask for things I need and find out what others need.	أحتاج لـ... (مستلزمات السفر) هل تحتاج لـ...؟ ماذا تحتاج؟	Students are told where they are going, what they need and what they have. The challenge is that some students have multiples of some items and then none of others. The teacher sets a timer and students circulate trying to get and give items according to need. As students acquire all of the items they need, they move to the place where they are going and double check by asking to make sure that everyone in the group is ready based on the list they have.
Interpersonal		
Authentic Materials & Resources		
<ul style="list-style-type: none"> • http://arabalicious.com/primary-resources.html الملابس • https://www.youtube.com/watch?v=izfrVj1dWi8 مستلزمات السفر 		

Program Can-Do Statement #4

<p>Program Can-Do Statement: I can talk with others about what I like and don't like about the trip.</p>		<p>Performance Assessment Task: The teacher distributes an envelope with pictures related to the trip. Students work in pairs to decide how to organize the pictures into logical categories such as places, activities, food, and souvenirs. After completing the initial conversation, students talk to identify something they like and something they dislike in each category.</p>
		
Lesson Can-Do	Vocabulary	Checks for Learning
I can recognize key details such as places, activities, food and/or souvenirs about a region.	<ul style="list-style-type: none"> • Recycle from previous lesson Can-Do's <p>مكان، نشاط، لعبة، طعام، تذكارات</p>	As the teacher describes an aspect of a place, students move to the area of the classroom that represents or has a picture of that place.

Interpretive		
I can recognize if someone likes or dislikes something connected to a region.	أحب... لا أحب	Students are given a page of images associated with different regions. The teacher and other speakers of the language give their opinions of different items. When students hear an item mentioned, they mark a "+" or "-" next to that item and jot down the name of the person speaking.
Interpretive		
I can say what I like or dislike about a region.	أحب/ أحب كثيراً... لا أحب/ أكره...	The teacher displays an image related to a region. Each student begins to state their opinion "I like, really like, don't like, hate (item)." The students form a human chain lining up according to likes and dislikes.
Presentational		
I can ask questions to find out what others like and don't like about a region.	ماذا تُحب في ... (اسم بلد أو مدينة) هل تُحب ... (اسم بلد، مدينة، مكان، مُنتج)	Students are challenged to find an ideal partner to travel with based on likes and dislikes. The teacher displays images related to a region. Students interview each other to find out what they have in common with regard to a specific region. When they find someone who shares 2 of the same opinions they form a pair and go looking for others with similar ideas. When the teacher calls time, each member of the group shares one of their opinions. This activity can be repeated several times with a focus on different regions.
Interpersonal		
Authentic Materials & Resources		
<ul style="list-style-type: none"> https://www.youtube.com/watch?v=aWRyeSRFSuo أشهر مدن عربية 		

Program Can-Do Statement #5

Program Can-Do Statement:

I can state which region I want to visit and why.



Performance Assessment Task:

The teacher selects a variety of pictures representative of the region. Students work in pairs to select images of two places they want to visit and develop reasons why. Two pairs of students form a small group and present their information to each other. After completing the initial task, students post their favorite picture on the walls. Half the students stand next to their picture, and the other half circulate to listen to their classmates' descriptions and preferences. The students switch roles, allowing all students to talk about their pictures and preferences.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can recognize images of various regions in the country when I hear them described.</p> <p>Interpretive</p>	<p>بالإضافة للإماكن المذكورة في قسم # 2: جبال، بحر، شاطئ، مدينة، قرية، صحراء</p>	<p>Students play a version of the fly swatter game. Each pair of students has a sheet with images. The teacher describes an item. The students race to touch that item on the page first.</p>
<p>I can identify a reason a person likes or dislikes a region.</p> <p>Interpretive</p>	<p>لأنه، لأنها صفات متعلقة بالأماكن المذكورة أعلاه: بارد، دافئ، جميل، ممتع، مُزعج، عالي، جاف</p>	<p>Students are given a graphic organizer that has images representing different categories such as food, souvenirs, places, activities. The teacher and/or students share a reason for liking a disliking a reason. Students check the appropriate category based on what they hear. They confirm their answer with their partner.</p>
<p>I can give information so that others can locate a place.</p> <p>Presentational</p>	<p>استخدم مفردات صفة الأماكن المذكورة أعلاه مفردات الإتجاهات الأربعة هذا المكان... (صفة). يقع هذا المكان في ال... (الجهات الأربعة)</p>	<p>Students prepare three clues that should allow others to identify a place. The clues range from semi-specific to concrete. As students share their clues, students move to that place when they believe they have the answer. Once in a place a student must stay there until all 3 clues have been shared.</p>
<p>I can organize information from several regions.</p> <p>Presentational</p>	<p>استخدم المفردات من الأقسام السابقة بخصوص البلدان والمدن، الأماكن المشهورة، كيفية وصفها، و مفردات الإتجاهات.</p>	<p>Students work in groups and are given simple images and captions. They work to place captions with images. They then move individual images/captions to the correct table top/space in the room.</p>
<p>I can name a place and give reasons why I want or don't want to go there</p> <p>Presentational</p>	<p>هذا/هذه... (اسم مكان) أريد أن أذهب هناك لأنه... (صفة) لا أريد أن أذهب هناك لأنه... (صفة)</p>	<p>Students form small groups. Each group is given a set of images that are turned face down in the middle of the group. Each student draws an image and shares why they want or don't want to go to that place. Once all images have been drawn, students pass their image to the person next to them and share their opinion on that place.</p>

Authentic Materials & Resources

- <https://www.youtube.com/watch?v=XSatUAWJvtM> الإتهاهات
- https://www.youtube.com/watch?v=43mHE8_vXnU الوطن العربي

Program Can-Do Statement #6

Program Can-Do Statement:

I can describe things I see and do on my trip.



Performance Assessment Task:

Each student prepares a spoken report highlighting things to do and see in a specific region. Students carefully select visuals to support what they will say in their presentations. Students share their presentations in small groups. As students listen to each other, they locate the region on a map and complete a graphic organizer with key information from the presentations. After completing the task, students repeat the presentations for their parents at the end of the program.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can recognize the region that is described based on key details.</p> <p>Interpretive</p>	<p>استخدم المفردات من الأقسام السابقة بخصوص البلدان والمُدن، الأماكن المشهورة، كيفية وصفها، و مفردات الإتجاهات.</p>	<p>Students create a simple tic-tac-toe. They determine who will be “x” and who will be “o”. As the teacher calls out key details, the students mark off an appropriate square if they can name the correct region trying to get a tic-tac-toe before their partner.</p>
<p>I can categorize information such as places, activities, food, souvenirs about regions.</p> <p>Interpretive</p>	<p>الأماكن المشهورة في الوطن العربي المذكورة أعلاه أسماء أهم المُدن في البلاد العربية أشهر المأكولات من بلدان عربية مُختلفة: تبولة من لبنان، منسف من الأردن، ورق عنب من سوريا، كسكس من المغرب، كشري من مصر، دولما من العراق، فلافل وحمص من فلسطين، كبسة من السعودية.</p>	<p>Students work in groups of 3 to sort images by regions based on what the teacher says. As an item is mentioned the students move the image to the correct place. After each image is named, the students check their answers by looking at the image the teacher displays. The process then repeats with the teacher calling each item a bit more quickly.</p>
<p>I can provide information on a region that includes key details such as places, activities, food, souvenirs.</p> <p>Presentational</p>	<p>استخدم المفردات من الأقسام السابقة أعلاه</p>	<p>Students have previously created a display with images and captions according to regions. Students are randomly assigned to a region and must prepare to share one sentence per student. They share their information within their group, then combine with another group and share with them. All groups then rotate to a different location and the process repeats.</p>
<p>Authentic Materials & Resources</p>		
<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=pwySsDokD3c أشهر المأكولات العربية من مختلف الدول العربية • https://www.youtube.com/watch?v=49VYJluJ3vY أشهر المُدن في الوطن العربي 		