

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: 6-12

PERFORMANCE TARGET: Novice Mid/Novice High

Unit Theme: **Personal Identity**

Students will work with the theme of *identity*. They will work with appropriate texts that portray young teenagers who take on responsibilities while learning life lessons and/or with biographical texts about heroes or important people both at home and within the target culture. Students will explore who they are, where they live, their nationalities, and their heritages. Students will also be able to introduce themselves by giving biographical details and will be able to talk about their interests and activities before discussing the people, places, and things that really matter to them. They will comment on the actions, personalities, and characters of fictional and historical figures. They will work together to tell the story of a modern-day hero from a community or region where Arabic is spoken. They will take part in a field trip to meet individuals involved in the local community and identify how various individuals are working to create a better community.



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- Interpersonal -

I can compare myself with my peers.

Program Can-Do Statement #2

- Interpersonal -

I can ask and answer questions about my family, nationality, and heritage.

Program Can-Do Statement #3

- Interpersonal -

I can explain my preferences regarding practices in teenage life as well as trending products in my culture and in the target culture.

Program Can-Do Statement #4

- Interpersonal -

I can talk about why someone is or is not a hero or leader.

Program Can-Do Statement #5

- Presentational -

I can present information about my life.

Program Can-Do Statement #6

- Presentational -

I can give a presentation about a famous athlete, celebrity, or historical figure.

Program Can-Do Statement #1

Program Can-Do Statement:

I can compare myself with my peers.



Performance Assessment Task:

Students will interview a partner to identify similarities and differences using a personal identity card that student have created. To support their answers students will select images of people, places, things, activities, and hobbies that have personal meaning for them.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can identify places when they are named in spoken or written text. Interpretive</p>	<p>*أسكن في بيت/شقة. *أذهب الى مدرسة... *أنا من مدينة... *أنا من الولايات المتحدة الأمريكية.</p>	<p>Students have a personal identity card that includes images of places that have personal meaning for them that they have created. Students match these cards with the places they hear.</p>
<p>I can identify activities and hobbies when they are named in spoken or written text. Interpretive</p>	<p>*أنشطة: الرياضة/القراءة/عزف البيانو/</p>	<p>Fly swatter activity: student pairs identify the right activity/hobby after they hear it either from the teacher or their classmates.</p>
<p>I can recognize key details about a person who is being described in a spoken text. Interpretive</p>	<p>*الصفات الجسدية: طويل، قصير، أسمر، أبيض، ولد، بنت، شعر أسود/بني/أشقر، عيون سوداء/عسلية *الإهتمامات الشخصية: يُحب/تُحب...، لا يُحب/لا تُحب... (نشاط) *البطاقة الشخصية: ولد، بنت، رجل، امرأة، إسمه، إسمها، عمره، عمرها، تاريخ الميلاد: شهور العام، أيام الأسبوع، الأرقام من واحد إلى واحد وثلاثين.</p>	<p>The teacher gives physical description of a person. Students draw a picture based on the description they hear.</p>
<p>I can recognize key words when listening very simple biographical text. Interpretive</p>	<p>أنظر للمذكور أعلاه</p>	<p>The teacher posts different pictures of people around the room. Number each picture.) Teacher describes one of the pictures. Students write on a white board which number picture the teacher is describing.</p>
<p>I can ask and answer questions about hobbies and activities to compare likes</p>	<p>*هل تُحب... (أذكر نشاط)؟ *هل تُحب (نشاط)... أم... (نشاط)؟ *أي أنشطة تُحب/تُحبين؟</p>	<p>Students survey classmates and make a class bar graph of activities/hobbies that they like. Use this information to state which activity the class likes the most.</p>

<p>and dislikes. Interpretive</p>	<p>*ماذا تُحب أن تفعل؟/ ماذا تُحِبُّن أن تفعلين؟ *ما هو نشاطك المُفضَّل؟ أنا أحب... أنا أَلعب ... نشاطي المُفضَّل هو ...</p>	
<p>I can ask and answer questions to share personal information and find out more about another person. Interpersonal</p>	<p>*ما اسمك؟ *كم عُمرُك؟ *أين تسكُن؟ *متى عيد ميلادك؟ اسمي... عمري... سنة/عاماً. أَسكن في... أنا من... تاريخ ميلادي في ...</p>	<p>The teacher plays music. Students stand up. Students raise their hand up and walk around the room. When music stops, students high-five a partner closest to them, and the students pair up with that person. Ask and answer these questions.</p> <p>Students exchange information and create a mock Facebook profile based on what they hear from their partner.</p>
<p>I can compare how I am different from or similar to another person. Interpersonal</p>	<p>أيضاً أنا لا.../ أنا لستُ ...</p>	<p>Students make a checklist and survey their classmates to find out who shares the most/least likes/dislikes with them.</p>
<p>Authentic Materials & Resources</p>		
<ul style="list-style-type: none"> • https://tinyurl.com/yys6exqd فيديو: طلاب عرب يقدمون أنفسهم. • https://tinyurl.com/yys9xsm فيديو: متعلم عربي يقدم نفسه. • https://tinyurl.com/ydy5sjx أغنية: هواياتي 		

Program Can-Do Statement #2

Program Can-Do Statement:

I can ask and answer questions about family, nationality, and heritage.



Performance Assessment Task:

Students have random pictures of families from the target culture. They will imagine that they are part of the family that is pictured. Circulating to determine how their family is similar to and different from other families, students ask each other questions about “their” family without seeing the pictures of the other families. After completing the initial conversations, students will then meet with someone that they believe has a family that is nearly identical to their own and will compare pictures to verify similarities and differences.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can identify the family member that is being named.</p> <p>Interpretive</p>	<p>*هذه عائلة. *هذا/هذه ... (أفراد العائلة). *أفراد العائلة: أم، أب، أخت، أخ، جدة، جدّ</p>	<p>In a pair activity, students identify family members in a photograph they are provided. Students identify the family members in a photograph with the romanized Arabic names of an Arab family to their partner.</p>
<p>I can identify someone in the family when I hear how they are related to me.</p> <p>Interpretive</p>	<p>ضمانر المُلكية: أمي، أمه، أمها</p>	<p>Students each have a whiteboard and marker. Teacher shows another family photograph with romanized names for each member of the family. Teacher states how a person is related to another person in the family. Students write down the romanized names of the person being referred to.</p>
<p>I can ask and answer questions to identify a family member in a picture.</p> <p>Interpersonal</p>	<p>*من هذا؟ *هل هذه ...ك (أفراد العائلة)؟ الإجابات: نعم، هذا/هذه/هو/هي أمي (فرد من أفراد العائلة) لا، هذا/هذه ليس/ليست ... هذا/هذه...</p>	<p>Using the same photograph, students now ask and answer questions to each other in pairs to identify the family members.</p>
<p>I can select the correct family when the family is described by their activities and hobbies.</p> <p>Interpretive</p>	<p>Recycle from previous</p>	<p>Students are provided pictures of family members and action verbs. Teacher reads aloud the names of the family members and students match the activity or action verb with the picture.</p>
<p>I can identify the nationality/ heritage of a person when it is named or when I hear where a person is from.</p>	<p>*الجنسيّات والنسبة (أمريكي، مصري، إلخ.) مع مراعاة المؤنث والمذكر</p>	<p>The teacher shows a picture of a diverse group of students and identifies each student by their nationality. Students work in groups. Each group is given pictures of different country/nation. Students work together using the pictures identify which country is being described by the teacher during a listening activity.</p>

Interpretive

I can describe a family giving information about nationality, family relationships, activities and hobbies.

Presentational

*أدوات العطف (و، لكن)
*هذه عائلة.
*في عائلتي لدي ... (أفراد العائلة)
*أخي...

Students make a photo collage or drawing of their family members doing their favorite activities/hobbies. They then use the collage or drawing to describe their family to the class.

I can ask and answer questions to share information about my family and to find out more about another family.

Interpersonal

*كم في عائلتك؟
*ماذا يحب (فرد من أفراد العائلة) أن يفعل/يلعب/يدرس؟
*ما اسم أخاك؟ (أذكر معلومات ذاتية أخرى)
*أنظر للمفردات في قسم #
1

Using the photo collage or drawing, students work in pairs to ask more questions about their partner's family and family members.

I can compare my family to another family.

Interpersonal

*صفات المقارنة: كبير، أكبر، صغير، أصغر، إلخ.
*كلاهما
*مشابه
*مختلف

With new partners, students use the same photo collage or drawing to ask each other comparative questions. Students create a venn diagram to show similarities and differences between their families.

Authentic Materials & Resources

- <https://tinyurl.com/yau76rpq>

فيديو: هل تقبل أن تلعب ابنتك كرة القدم؟

- <https://tinyurl.com/ycksq5jl>

فيديو: فتاة جزائرية أفضل من الأولاد في كرة القدم

- <https://tinyurl.com/y74vbn8>

فيديو: قابلوا عائلتي

Program Can-Do Statement #3

Program Can-Do Statement:

I can explain my preferences regarding practices in teenage life as well as trending products in my culture and in the target culture.



Performance Assessment Task:

Using native or heritage teenage speakers of the Arabic (language assistants to the program, children from program staff, or others identified in the community) as conversation partners, students will interview a peer to find out what teenage life practices they have in common and which ones are different. After the initial conversations, students summarize their findings comparing similarities and differences between cultures.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can recognize who is being described when hearing and/or reading what they are doing Interpretive</p>	<p>*أنشطة مختلفة خاصة بأيام الأسبوع وأيام عطلة نهاية الأسبوع مثل: يرسم، يعمل، يدرس، يقرأ، يلعب رياضة، يلعب موسيقى، إلخ.</p>	<p>The teacher prepares a sheet with six pictures of different people doing different actions that students already learned and gives each student a copy. Based on the teacher's verbal description, students identify the picture that corresponds with the description.</p>
<p>I can ask and answer questions about the activity that is being described. Interpersonal</p>	<p>*متى...؟ أين...؟ ألعب ... (أذكر يوم من أيام الأسبوع). ألعب في ... (أذكر اسم مكان).</p>	<p>Image streaming activity: Students stand opposite each other. When prompted by the teacher, they ask each other the questions taught in the lesson. Students rotate after 20 to 30 seconds. Partner around the clock activity: Students are assigned partners using the clock. They find their partner when prompted by the teacher and then ask and answer one another's questions. They write their name after answering their partner.</p>
<p>I can state cultural preferences for activities based on a visual or a graphic. Interpretive</p>	<p>*في... (أذكر بلد عربي)... (أذكر نشاط مشهور/غير مشهور. مثال: في مصر لعبة كرة القدم مشهورة./لعبة كرة القدم في مصر مشهورة.</p>	<p>Teacher shows images of different activities. Students stand if they agree that the activity is popular in the Arab culture, and they remain seated if they believe it is not popular.</p>
<p>I can indicate when and how often others do certain activities. Interpretive</p>	<p>*ظروف المكان: أحياناً، دائماً، عادةً، أبداً</p>	<p>Based on the information provided by a native speaker, teacher provides each student with a sheet listing the activities mentioned in one column and adverbs of time in the opposite column. Students match them accordingly.</p>
<p>I can ask and answer questions to find out more about activities I and others do. Interpersonal</p>	<p>لماذا؟</p>	<p>Students role play as an interviewer and ask their partners questions using the vocabulary and phrases written on a flashcard they have been given. In a bicycle chain students ask three questions to their partner. Students arrange their flashcards in chronological order and ask their partner the things they like to do.</p>

I can ask and answer questions to determine which practices are similar and which are different across cultures.

Interpersonal

*هل عندكم/لديكم ... (أذكر نشاط) في المدرسة/أذكر اسم بلد عربي.
*هل تتعلم ... (أذكر نشاط) في المدرسة/البيت؟
الإجابات:
نعم، عندنا.../لا، ليس لدينا/عندنا.
نعم، نحن نتعلم.../لا، نحن لا نتعلم...

Find Someone Who: Using their findings, students go around the room asking their peers to find someone who has similar information.

Authentic Materials & Resources

<https://tinyurl.com/y9mt23cm>

برنامج: هوايات الشباب القطري

<https://tinyurl.com/y7ubww3g>

فيديو: رياضات الشوارع في جدة في المملكة العربية السعودية

Program Can-Do Statement #4

Program Can-Do Statement:

I can talk about why someone is or is not a hero or leader.



Performance Assessment Task:

Students will consider famous or well-known individuals of the Arab culture and their own. They will look at social media posts, photographs, and/or video-clips of well-known actors, athletes, or other famous people. They will make note of actions or activities of these people and categorize them as examples of talents/heroic acts/leadership. After collecting information, students will have a conversation about a personally selected individual and why he/she is famous or well-known.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can agree/disagree that someone is a famous figure based on what I hear/read about their actions or inactions.</p> <p>Interpretive</p>	<p>*هو/هي ... (صفات إيجابية) شجاع، طيب، مُتعاون، مُجتهد، ألخ. *هو/هي ... (صفات سيئة): جبان، لئيم، أناني، كسول، إلخ.</p>	<p>Watch a video clip of the talented Egyptian soccer player Mohamad Salah and identify his positive and negative actions.</p>
<p>I can connect key personality traits to well-known heroes.</p> <p>Interpretive</p>	<p>هو/هي... (صفات لقدوة) شجاع، مُتواضع، صبور، عطوف، إلخ.</p>	<p>Students receive a handout with pictures of a group of heroes. Teacher reads a description of a hero out loud by number. Students identify the hero being described by writing the description's number next to the corresponding hero.</p>
<p>I can categorize the opinion of someone regarding a hero based on the information they share.</p> <p>Interpretive</p>	<p>Recycle from previous</p>	<p>Pictures of well-known heroes are on the board. Teacher describes each one, and students match the traits spoken by the teacher with the corresponding hero.</p>
<p>I can describe a hero in terms of personality.</p> <p>Presentational</p>	<p>*قُدوتي هو/هي... (اسم شخص) لأنه/أنها ... (صفة إيجابية)</p>	<p>Big paper/butcher paper activity: Students outline their body on the paper and create the hero assigned to them. They present it to their classmates by telling them their hero's positive and negative personality traits.</p>
<p>I can tell someone what a hero does or doesn't do.</p> <p>Interpersonal</p>	<p>*كيف يتصرف من هو قدوة؟ هو/هي... (أفعال إيجابية) يساعد الآخرين، يشارك مع الآخرين، يعطي، يعطف على الآخرين</p>	<p>Students work with partner. Each student gets a different hero. Students tell their partners what their hero does or does not do.</p>
<p>I can share my opinion about</p>	<p>لماذا تعتقد بأنك/بأنه/بأنها *قدوة؟</p>	<p>Each student gets a secret picture of a superhero and answers yes and no questions from classmates until</p>

<p>why I am or others are heroes. Interpersonal</p>	<p>أعتقد أنني/أنه/أنها قدوة لأنني/لأنه/لأنها... (صفة إيجابية)</p>	<p>the class can identify who the hero is.</p>
<p>I can exchange simple opinions about why someone is or isn't a hero. Interpersonal</p>	<p>*هل تعتقد بأنه/بأنها قدوة؟ لماذا؟ *أعتقد أن ... (اسم شخص) قدوة لأنه/لأنها... *أعتقد أن ... (اسم شخص) ليس بقدوة لأنه/لأنها...</p>	<p>Am I a hero? Students have a picture of a hero or non-hero on their back. They don't know who they are. They walk around and ask classmates, my hero is ... my hero isn't... Until they figure out who they are.</p>
<p>Authentic Materials & Resources</p>		
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Program Can-Do Statement #5

Program Can-Do Statement:

I can present information about my life.



Performance Assessment Task:

Students will create a digital/multimedia presentation that shares key information about themselves. To get to know others in the class, they will share their presentations in small groups or in a gallery walk format. As students learn about their classmates, they will record key information on a chart. They will use that information to create a class composite that can be shared with parents at the end of the program.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can identify biographical information when others are introducing themselves. Interpretive</p>	Recyle from previous	Using white boards, students draw a picture of the biographical information shared by the teacher to illustrate their understanding.
<p>I can recognize how others feel in terms of likes and dislikes. Interpretive</p>	<p>*هو/هي يُحب/تُحب/يُفضّل/تُفضّل... **هو/هي لا يُحب/تُحب/يُفضّل/تُفضّل...</p>	Using a graphic organizer, students record their likes and dislikes based on what they hear and see.
<p>I can give biographical information about myself. Presentational</p>	Recyle from previous	Students are divided into small groups. Each member of the group presents to their peers on their biographical information, likes, and dislikes.
<p>I can name likes and dislikes and share information on how often I do certain things. Presentational</p>	Recyle from previous	Students create a poster of their favorite activities. They label and/or describe each activity. When sharing their work with the class they say how often they do each activity.
<p>I can share simple facts about the students in my class. Presentational</p>	Recyle from previous	After watching poster presentations of classmates, or interviewing classmates, students create a digital presentation showing the biographical information of their classmates.
Authentic Materials & Resources		

Program Can-Do Statement #6

Program Can-Do Statement:

I can give a presentation about a famous athlete, celebrity, or historical figure.



Performance Assessment Task:

Students will create digital posters that focus on personal heroes. These presentations will include each hero's name, age, and nationality, as well as information about her/his personality, biography, and heroic characteristics. Students will then review the presentations created by their classmates and make suggestions for information that can be added. Students will share their personal hero posters in a short presentation at the closing ceremony for the program.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can recognize people based on their physical and character traits. Interpretive</p>	<p>Recycle from previous بالإضافة للمفردات في قسم #1 و قسم #4: جميل/وسيم/يشع، نحيف/سمين، أسمر/أبيض، قوي/ضعيف، طويل/قصير، إلخ.</p>	<p>The teacher places pictures of different well-known individuals with different traits around the room. Students stand next to the right picture after teacher calls out the trait.</p>
<p>I can recognize key biographical details. Interpretive</p>	<p>Recycle from previous مماثل للمفردات في قسم #1</p>	<p>The teacher places pictures of different well-known individuals with different traits around the room. Students are each given a different post-it with descriptions of biographical details. They place the post-it on the right picture after they hear the description from the teacher.</p>
<p>I can identify the person being described based on what I read and/or hear Interpretive</p>	<p>Recycle from previous مماثل للمفردات في قسم #1</p>	<p>Students are given a paper of pictures of various celebrities. Students number the pictures accordingly after they hear the descriptions from the teacher.</p>
<p>I can give a simple opinion about a person based on evidence. Presentational</p>	<p>*في رأيي هو/هي ... لأنه/لأنها...</p>	<p>Use the same pictures of well-known individuals around the classroom. Students choose an individual to present on and share their opinion through a gallery walk. Students stand next to the picture they chose and share their opinion of the person they are presenting on. Other students are standing with them, listening to the presenter.</p>
<p>I can share a few simple facts about a person. Presentational</p>	<p>Recycle from previous</p>	<p>Students create an electronic presentation with voice recording and pictures (ex: Powerpoint slide with a recording app) about a celebrity they choose. Students share key biographical and main information about the celebrity.</p>
<p>Authentic Materials & Resources</p> <ul style="list-style-type: none"> • https://tinyurl.com/ycdoob96 		