

Lyndale Elementary School, Grade 4, Arabic, Year-Long Map

September /October	November/ December/ January	February /March	April /May/June
<p>Theme: Arabic in our world</p> <p>Enduring Understanding: Learning a new language expands our knowledge of people and cultures.</p> <p>Important Questions:</p> <ul style="list-style-type: none"> • How can I learn more about the world and people through learning Arabic? • Where is Arabic spoken? <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Review: Greetings, classroom commands & objects, alphabet • Counting 1-31 • Countries in the Arab world • Calendars • Seasons/weather <p>Skills:</p> <ul style="list-style-type: none"> • Respond to questions: yes/no, either/or 	<p>Theme: All Kinds of Families</p> <p>Enduring Understanding: We can understand other people by learning through learning their language and about their culture – what they do, what they make, and how they think.</p> <p>Important Questions: How are families around the world alike and different?</p> <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Family members • Extended families • Ages • Likes and dislikes <p>Skills</p> <ul style="list-style-type: none"> • Describe people • Express likes and dislikes 	<p>Theme: Family Celebrations</p> <p>Enduring Understanding: We can understand other people by learning through learning their language and about their culture – what they do, what they make, and how they think.</p> <p>Important Questions: How do families celebrate together?</p> <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Food • Activities • Holidays • Clothing • People <p>Skills:</p> <ul style="list-style-type: none"> • Giving information • Describing people, events, some clothing • Tell the date 	<p>Themes: Helping at Home</p> <p>Enduring Understanding: We can understand other people by learning through learning their language and about their culture – what they do, what they make, and how they think.</p> <p>Important Questions:</p> <ul style="list-style-type: none"> • How do families help each other? • How we celebrate our accomplishments? <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Making bread • Household chores <p>Skills:</p> <ul style="list-style-type: none"> • Tell how to make something • Ask and answer questions • Accept and refuse an invitation or request
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Comprehension checks • Vocabulary checks • Singing songs • TPR commands • Story retells 	<p>Formative assessments:</p> <ul style="list-style-type: none"> • Listen as the teacher reads paragraphs about people. Match each people with a correct picture. • Each student will be an imaginary self. Ask questions to learn about each other. • Introduce a classmate or a friend to the class. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Comprehension checks • Vocabulary checks • Singing songs • TPR commands • Story retells 	<p>Summative integrated performance assessment: “<u>Story of the Little Red Hen</u>”</p> <ul style="list-style-type: none"> • Interpretive task: Listen as the teacher reads a story similar to “<i>The Little Red Hen</i>” in Arabic. Circle the pictures of events in the story and put the pictures in the correct order. • Interpersonal task: In a group of three, engage in a short conversation about chores or responsibilities students do at home. • Presentational task: Make a short presentation about a family using a picture or drawing.
<p>Culture Connections:</p> <ul style="list-style-type: none"> • Courtesy and manners • Geography • Arabic numbers 	<p>Culture Connections:</p> <ul style="list-style-type: none"> • Describing people from various Arab cultures • Family structures 	<p>Culture Connections:</p> <ul style="list-style-type: none"> • Traditional Arabic dishes • Meal etiquette • Cultural celebrations • Clothing 	<p>Culture Connections:</p> <ul style="list-style-type: none"> • Making bread • Work