

## Sanford Middle School, Grade 7, Arabic Level 2, Year-Long Map

September/October	November/December/January	February/March	April/May/June
<p><b>Theme: Celebrations</b></p> <p><b>Enduring Understanding:</b> Cultures celebrate in different ways at different times.</p> <p><b>Important Questions:</b></p> <ul style="list-style-type: none"> <li>• Why are celebrations important?</li> <li>• What do celebrations show about us?</li> </ul> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>• Calendar</li> <li>• Dates, days of week, numbers</li> <li>• School calendar</li> <li>• Families and extended family</li> <li>• Invitations</li> <li>• Holidays – when, how, and who</li> <li>• Special foods</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Express likes and dislikes</li> <li>• Describe</li> </ul>	<p><b>Theme: Nutrition and Health</b></p> <p><b>Enduring Understanding:</b> Different cultures have different practices for good nutrition. Good nutrition promotes good health.</p> <p><b>Important Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is good nutrition important?</li> <li>• How can we ensure good nutrition?</li> </ul> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>• Food and Meals</li> <li>• Health - nutritious choices</li> <li>• Calories - numbers</li> <li>• Food pyramid categories</li> <li>• The “Mediterranean” diet</li> <li>• “I ate “, “Did you eat?”</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Express likes and dislikes</li> <li>• Describe</li> <li>• Ask information questions</li> </ul>	<p><b>Theme: Life in an Arab Country</b></p> <p><b>Enduring Understanding:</b> Observing the everyday cultural practices and products helps us analyze perspectives to understand people of the diverse Arab World.</p> <p><b>Important Questions:</b></p> <ul style="list-style-type: none"> <li>• What would my life be like if I lived in an Arab country?</li> </ul> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Daily routines</li> <li>• People, occupations</li> <li>• Transportation</li> <li>• Things to do</li> <li>• Places to visit</li> <li>• Free time activities/sports</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Express likes and dislikes</li> <li>• Describe</li> <li>• Ask information questions</li> </ul>	<p><b>Theme: Al Soq</b></p> <p><b>Enduring Understanding:</b> Marketplaces reflect the perspectives and practices of cultures in the Arab World.</p> <p><b>Important Questions:</b></p> <ul style="list-style-type: none"> <li>• What is unique about shopping in “al soq”?</li> </ul> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Currency of various Arab countries</li> <li>• Cultural practices of <i>al soq</i>, i.e. bartering</li> <li>• Social interaction – buying/selling; greetings and small talk</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Request information</li> <li>• React to offers</li> <li>• Express preferences</li> <li>• Greetings, thanking</li> </ul>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Comprehension checks</li> <li>• Venn diagram comparing celebrations in Arab and U.S. countries: when, who, how</li> <li>• Make a “culture triangle” or web diagram of holiday practices</li> <li>• Plan a party: who’s coming, when, where, what’s to eat.</li> </ul>	<p><b>Assessments: IPA Mid-Year Unit: Am I really what I eat?</b></p> <ul style="list-style-type: none"> <li>• Compare pictures from “What the World Eats.”</li> <li>• <b>Interpretive task:</b> Categorize food onto a food pyramid</li> <li>• <b>Presentational task:</b> Make a shopping list for a healthy meal; survey classmates about what they eat; read a short shopping list and identify pictures;</li> <li>• <b>Interpersonal task:</b> Information Gap: Ask your partner what they ate , when; compare to self.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• TPR story about “A Day in the Life of a Teenager in an Arab Country”</li> <li>• Story retell</li> <li>• Sequence daily activities –Do Gouin series</li> <li>• Interview and survey classmates - compare likes/dislikes and graph answers</li> <li>• Give directions to go to a place in the city</li> <li>• “Find Someone Who... survey (Curtain and Dahlberg, p. 116-117)</li> </ul>	<p><b>Assessments: IPA End of Year IPA:</b></p> <ul style="list-style-type: none"> <li>• <b>Interpretive task:</b> Listen to a story about a buyer and a seller who bargain for something.</li> <li>• True/False quiz about the story.</li> <li>• <b>Presentational task:</b> Role-play “bargaining for a good price”</li> <li>• <b>Interpersonal task:</b> Information Gap Activity: Compare your “shopping bag” of items and price paid; decide who got the best bargain.</li> </ul>
<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>• Calendars</li> <li>• Holidays and celebrations</li> <li>• Families</li> <li>• School calendar</li> <li>• Special foods</li> </ul>	<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>• Food and meals</li> <li>• Manners</li> <li>• Attitudes about health</li> <li>• COERLL listening activities:</li> <li>• <a href="http://coerll.utexas.edu/coerll/taxonomy/term/631">http://coerll.utexas.edu/coerll/taxonomy/term/631</a></li> </ul>	<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>• Places and important sites in Arab cities</li> <li>• Daily life in Egypt</li> <li>• Geography of the Arab world</li> <li>• School day and schedule</li> <li>• Various modes of transportation</li> </ul>	<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>• <i>Al soq al joumaa</i></li> <li>• Bartering to get a bargain</li> <li>• Social interaction in Arab cultures</li> <li>• How do you do business in an Arab country</li> </ul>