

AERO:SBC Basic Unit Template

Subject/Course: ARABIC
Grade Level: 7TH GRADE
Topic/concept: The Sea and The Man

Estimated Time Required: From 4 to 6 Weeks

Ressources : Internet sites, newspaper and magazine articles (Al-Arabi, Al-Arabi Assaghir), Al-Jazeera documentary channel, Ibn Battuta's Novel, 1001 nights, Sinbad's movie ...

Desired Results:

- 1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)**

Communication:

Interpersonal

1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

- .b** Ask and respond to questions for clarification, orally or in writing
- .c** Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing
- .e** Discuss orally school and community issues and problems.

Interpretive

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

- .b** Understand the main themes and significant details from audio/visual products of the cultures as presented on television, radio, and video or live presentations, Internet websites, etc
- .c** Understand the main themes and significant details from written products of the target cultures as found in literature, newspapers, magazines, Internet sites and applications, or other authentic sources used by speakers of the target language.

Presentational

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

- .a** Write short, well-organized compositions on age-appropriate topics of interest
- .b** Write personal letters using culturally appropriate format and style.

.e Create and present posters, videos, PowerPoint presentations, or reports about age-appropriate personal or cultural themes.

Culture:

2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

.c Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.

2.2 Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

.b Identify and describe how products reflect the lifestyle of people in various communities

Connections:

3.1 Students will use the foreign language to reinforce and further their knowledge of other disciplines.

.a Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.

3.2 Students will understand and appreciate the elements of language and culture studied that can only be comprehended in the target language and its culture(s).

.b Begin to research and access authentic sources from the target cultures through interviews, and field trips.

Communities:

4.1 Students use the language both within and beyond the school setting.

.a Use the target language orally or in writing with family, friends, peers, or pen pals.

4.2 Students show evidence of becoming life-long language learners.

.c Use target language for enjoyment (television programs, films, video and computer games, age-appropriate magazines and books).

2. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Students will know...

- Vocabulary related to the unit
- Structures and expressions necessary to participate in a debate
- Precise information and facts about the sea environment

Students will be able to...

- Value the importance of the sea
- Be aware of the necessity of preserving the sea life and environment
- Actively participate in class discussions
- Express and defend an opinion
- Write a short and argumentative essay
- Read fluently informative texts
- Listen to understand in different situations
- Understand and categorize the main ideas of various texts

3. Enduring understandings :

Students will understand that ...

- The sea is a vital component of Human and Natural Life (ecology).
- Man plays a big role in preserving or destroying the sea environment.
- The sea has a crucial impact on Human Life style (in both ancient and modern times)
- Participation in a debate can be an effective way of expressing and defending your opinion

4. What essential or unit questions will prompt curiosity and focus?

- What is the importance of the sea in our life?
- How does the sea influence the life of human beings?
- How do we preserve the sea life and environment?
- How does living in a coastal city affects culture?

5. Evidence of Achievement:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task:
Organize an in-class debate based on assigning real life roles:

- a fisherman
- an environmentalist
- a businessman
- a citizen living besides the beach

The group will discuss the importance of the sea in relation to their area of interest or work.

2. Provide the scoring guide/rubric for the task
(Refer to attached document)

6. Instructional Plan

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any interim assessments at the points in the plan when you will need them.

Sequential Sessions:

1. Field trip:

- Visit the beach and the port.
- Take pictures and write comments on the relation between Man and the sea based on what you see

2- In the classroom:

- What did you observe?
- Collect information
- Categorize the info according to: tourism, entertainment, environment, profession
- Cycle the duties and rights (conceptual)

3- Sort the entire thematic vocabulary related to the sea and used in previous activity

- Sort the vocabulary into concrete and abstract
- Activity : rating scale sheet (self assessment of familiar and new words)
- Flash cards to be prepared by the students for the word wall.
- Each student chooses 3 flash cards and writes sentences with the words chosen.

4. Reading comprehension:

- Give students different texts on the importance of the sea in Man's life
- Pre-reading activity (title, picture interpretation, anticipation, reactivation of prior knowledge)
- Silent reading and highlighting studied vocabulary.
- Exchange in pairs what you understood

5. Comprehension quiz (formative assessment):

- Multiple choice and yes or no questions.

6. Writing activity:

- Write sentences about causes, purposes, likes and dislikes, using structures such as (in order to, because...)

7. Listening comprehension activity:

- Teacher reads a text about a complaint letter of a citizen living next to the beach (pollution problems)

Students listen several times:

1st time, they write familiar words,

2nd time, write one interesting idea

3rd time answer multiple choice questions

8. Teach structures to prepare them for the culminating task:

- Students are given controversial statements like "The Sea is not important to our lives" or "We shouldn't fish" or, "I am against private beaches"
- How to express opinions
- How to ask questions in a debate
- In pairs, each student is given two structures that he has to use by asking questions to his classmate.

9. Discussion on the responsibility of Man towards the sea.

- Brainstorming and collective discussion
- The class is divided into groups and each group writes a summary of the main ideas discussed
- "Share and slide" activity to continue the oral practice

10. Historical Flashback: The sea as a window to discover the world!

- Watch a cartoon of Sinbad the sailor or Disney's production (Story from 1001 Arabian Nights) and discuss the importance of the sea in Sinbad's life.



- Read the biography of Ibn Battuta the explorer and draw on a big map the countries that he visited. (Connection with the history and geography teachers)
- Distribute chapters to read at home from Ibn Battuta's excursions and ask them to present a summary of the chapter.

11. Writing activity:

Imagine that you are the sea and that you write a letter to man.

- First draft, second draft, revising, editing, peer editing...

12. Audiovisual: watch a documentary on the sea and the environmental problems.

- Following is a discussion in groups and a wrap up (The teacher uses this discussion to evaluate students' participation and acquired knowledge according to a rubric)

13. Reading activity:

- Students are given short texts
- You are a journalist and you have to present these facts
- Work in peers: time the reading and focus on fluency, intonation and good pronunciation (according to a rubric)

14. Grammar:

- Negation: one student gives an affirmative sentence about the sea and the other turns it into negative.
- Written drills

15. Reading comprehension:

Students are given statements about the different roles of the sea and they have to categorize them (summative assessment).

16. Writing activity:

Task: you are a member of an environmental committee working on concrete solutions to improve the quality of the beach in your town
Study case + consensus on 3 most effective solutions.

17. Culminating task:

- Distribute the roles,
- Prepare the arguments,
- Feedback in the arguments in pairs,
- Train students on discussion and presentation mechanics individually.
- Introduce the presentation rubric for an in class discussion.
- Start in-class preparation of the Final presentation.

Level 3 Interactive Tasks Analytic Rubric

Content of Message

- 1 Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.
- 2 Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.
- 3 Content adequate and appropriate; ideas developed with some elaboration and detail.
- 4 Content rich; ideas developed with elaboration and detail.

Comprehensibility of Message

- 1 Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- 2 Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- 3 Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- 4 Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Quality of Interaction

- 1 Minimal engagement in the interaction; little ability to sustain the conversation.
- 2 Some engagement in the interaction; some ability to sustain the conversation.
- 3 Consistent engagement in the interaction; ability to sustain the conversation.
- 4 Consistent engagement in the interaction; ability to sustain and advance the conversation.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- 3 Speech shows some hesitation but speaker manages to continue and complete thoughts.
- 4 Speech shows few pauses or false starts.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary and appropriate use of idiomatic expressions.

Language Control

- 1 Emerging use of basic language structures.
- 2 Emerging control of basic language structures.
- 3 Control of basic language structures.
- 4 Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name _____

Content of Message	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$	3	$3\frac{1}{2}$	4
Comprehensibility of Message	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$	3	$3\frac{1}{2}$	4
Quality of Interaction	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$	3	$3\frac{1}{2}$	4
Fluency	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$	3	$3\frac{1}{2}$	4
Vocabulary	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$	3	$3\frac{1}{2}$	4
Language Control	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$	3	$3\frac{1}{2}$	4

Raw Score: _____ /24

<u>24</u>	<u>100 %</u>	<u>16</u>	<u>82.7 %</u>	<u>8</u>	<u>65.3 %</u>
<u>23.5</u>	<u>98.9 %</u>	<u>15.5</u>	<u>81.6 %</u>	<u>7.5</u>	<u>64.2 %</u>
<u>23</u>	<u>97.8 %</u>	<u>15</u>	<u>80.5 %</u>	<u>7</u>	<u>63.2 %</u>
<u>22.5</u>	<u>96.8 %</u>	<u>14.5</u>	<u>79.4 %</u>	<u>6.5</u>	<u>62.1 %</u>
<u>22</u>	<u>95.7 %</u>	<u>14</u>	<u>78.3 %</u>	<u>6</u>	<u>61.0 %</u>
<u>21.5</u>	<u>94.6 %</u>	<u>13.5</u>	<u>77.2 %</u>	<u>5.5</u>	<u>59.9 %</u>
<u>21</u>	<u>93.5 %</u>	<u>13</u>	<u>76.2 %</u>	<u>5</u>	<u>58.8 %</u>
<u>20.5</u>	<u>92.4 %</u>	<u>12.5</u>	<u>75.1 %</u>	<u>4.5</u>	<u>57.8 %</u>
<u>20</u>	<u>91.3 %</u>	<u>12</u>	<u>74.0 %</u>	<u>4</u>	<u>56.7 %</u>
<u>19.5</u>	<u>90.2 %</u>	<u>11.5</u>	<u>72.9 %</u>	<u>3.5</u>	<u>55.6 %</u>
<u>19</u>	<u>89.2 %</u>	<u>11</u>	<u>71.8 %</u>	<u>3</u>	<u>54.5 %</u>
<u>18.5</u>	<u>88.1 %</u>	<u>10.5</u>	<u>70.8 %</u>	<u>2.5</u>	<u>53.4 %</u>
<u>18</u>	<u>87.0 %</u>	<u>10</u>	<u>69.7 %</u>	<u>2</u>	<u>52.3 %</u>
<u>17.5</u>	<u>85.9 %</u>	<u>9.5</u>	<u>68.6 %</u>	<u>1.5</u>	<u>51.2 %</u>
<u>17</u>	<u>84.8 %</u>	<u>9</u>	<u>67.5 %</u>	<u>1</u>	<u>50.2 %</u>
<u>16.5</u>	<u>83.8 %</u>	<u>8.5</u>	<u>66.4 %</u>	<u>0.5</u>	<u>49.1 %</u>

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____