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This Unit was developed using the resource [Read, Learn and Play: Online Interactive Arabic Reading Materials](#) by Yale University, which provides original reading texts in the form of shareable eBooks alongside virtual online practice activities. The reader used in this lesson is [Book 2: Eid Day](#), intermediate level. For more information about these online interactive reading materials visit <https://campuspress.yale.edu/readlearnplayarabic/>.

View the recorded Arabic Teacher’s Council Webinar on [Using Technology to Support Arabic Literacy](#) from Sarab Al-Ani and Elisabeth Shovers, the creators of the Read, Learn and Play materials.

Unit Title: Places

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Language and Level / Grade	Intermediate High 12th grade or 4th semester college	Approximate Length of Unit	3 weeks
Performance Range	9-12	Approximate Number of Minutes Weekly	45 per session - 225 for the whole unit
Theme/Topic	Places		
Essential Question	To what extent does the place where you live influence how you live?		
Social Justice Standards	<p>1. Students will develop positive social identities based on their membership in multiple groups in society</p> <p>4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</p> <p>6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</p> <p><i>Include any social justice standards that are relevant to the lesson from Learning for Justice, which can be found at https://www.learningforjustice.org/frameworks/social-justice-standards</i></p>		
Unit Goals			
<i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ● Locate their place in relation to other places. ● Give and follow directions to a place. ● Describe places by using adjectives. 		

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	<ul style="list-style-type: none"> • Tell what they do at a given place, including but not limited to what they do there, the occasions on which they go there, the clothes they wear, and the things they bring with them. • Describe their emotions about the place. • Use the past and present verb tenses appropriately when discussing their experiences at places they have gone and places they habitually go. 		
Summative Performance Assessment Tasks			
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks. • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	Interpretive Mode		
	Follow written directions to a place in the school.	Read a text about a market in an Arab city and answer questions about it.	Watch a video about places that the protagonist goes on a typical day or on a holiday.
	Presentational Mode presented to class		Interpersonal Mode
	<p>Polished/Pre-prepared: Students give a presentation about a place they went to on a special occasion. What are the directions to the place? Who went with you, and what did each person wear? What did you do at the place? What did you like about it?</p>	Students will ask each other questions about places in their community. They will respond in detail by expressing opinions and narrating events associated with these places. They will ask each other follow-up questions based on what their classmates have told them.	
<p>On Demand: Without referring to vocabulary lists or dictionaries, students will write a list of bullet points of things they want to say in their presentation about the place and the special occasion (described above in the “polished/pre-prepared” portion of the summative assessment). These bullet lists may be complete sentences, phrases, or even individual words but will show recall of relevant vocabulary.</p>			

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Standards		
Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective</i>	Relating Cultural Practices and Products to Perspectives	
	They can describe the place and how it is related to culture. What does the place mean to them? What experiences and events do they associate with it?	
Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	Social Studies	Students will make connections between the neighborhoods and special occasions in the texts in this unit and the ones in other countries, as they have learned in other classes when studying these countries.
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons
	Students will learn that certain types of words (the ones with the pattern مَفْعَل and similar patterns) indicate places in Arabic.	Students will recognize similarities and differences between how they observe special occasions in their own communities and in the ones represented in the materials in this unit.
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	Slide presentations (summative assessment for presentational communication) can be shared with Arabic classes at other schools.	Students will travel to different places and interact with different groups of people throughout their lives and will experience and communicate about the significance of places and special occasions.
Connections to Other Standards	Identity 5: I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.	

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Toolbox		
Can Do Statements		
Interpretive	They might depend on some technology product too to improve their understanding . Like: Quizizz, Quizlet, Edpuzzle, and Wizer me	
Presentational	With appropriate preparation and feedback, students can communicate at the paragraph level about a place and occasion that is significant to them. Students can use present relevant images and words on slides to help them communicate.	
Interpersonal	Students can use the Arabic keyboard to type complete sentences. They can use words they have previously learned and words from the current lesson to form sentences. Students can work together, speak to each other, ask questions in order to finish their last version of their product . They also can use a flip grid to record themselves.	
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
*Expressing an opinion: *Describing: *Identifying & Listing: *Explaining:	Questions: الى أين تذهب ؟ مع من؟ ماذا تأكل؟ ماذا تلبس؟ كيف تذهب هناك؟ Negation: لا أحب ، لا أريد ، لا أستطيع، Adjectives: جديدة ، لذيذ، جميلة مستعدّ، نظيف Preposition: بجانب أمام وراء فوق تحت	relative locations بجانب أمام وراء فوق تحت شمال جنوب شرق غرب يمين يسار reporting phrases أظنّ أنّ، أتذكّر أنّ، أعرف أنّ expressing wishes to do something, etc. أحبّ أنّ، أتمنّى أنّ، أستطيع أنّ، أريد أنّ Verbs أذهب ، آخذ ، أشتري ، نجلس، نأكل / أتناول. and the past tense of these verbs as well Words: طعام ، السوق ، حديقة،أسرتي، محل ، المطعم، ملابس، فواكه ، حلويات ، سلطة حيّ، أرصفة، حاوية القمامة، عمود إنارة، بقالة

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Weekly Lessons Plan (first week)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
Day 1	Scavenger hunt brain storming اسم مكان	Students can use words to make sentences. Students can identify semantic and morphological (for example اسم مكان) connections among words.	أذهب ، الى ، السوق ، الحديقة ، ملابس ، أشترتي ، جديدة ، أكل / أتناول ، الطعام ، مع ، أسرتي ، المطعم ، المحل ، نأخذ ، معنا	group the students to work together	First, they have to find the meaning of the words from the word bank. Then they will they to make sentences out of them
Day 2	Past tense Watch the video الحي الذي أسكن فيه	Students can make sentences in the past tense.	ذهبنا ، أكلنا ، أخذنا ، جلسنا فواكه ، حلويات ، سلطة ، تحت ، شجرة جميلة.		سارة Read the story في الحديقة Now they know the meaning of the words. They have to correct the sentences or fill in the blanks, first based on the story and then based on their own experiences.

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Day 3	Express what they like Give direction to the place they are going to by inviting a friend. Read the story يوم العيد	Students can tell their friends what they like about Eid or the park	أحبّ أن أتمتّى أن أستطيع أن أريد أن على اليمين ، على اليسار ، على طول ، فوق ، شرق ، غرب ، جنوب ، شمال	pairs the students and let them write what they like or don't like	They have to tell each other and share ideas about what they like and copy it down in their journal. Try to give direction to their location
Day 4	Drafting their project	Students can write their own paragraph and design their slides They can also practice recording.	forming full sentences and connecting them together using these words: و ، كما ، ل ، ثم		Students complete the "on demand" presentational summative assessment. Then they seek feedback from their peers and the teacher in order to prepare the "polished/pre-prepared" summative assessment.
Day 5	The final product	Students can write a letter or email about their plans for the Eid or the park. They can invite their friends by giving directions to where the event is.	Use most of the above vocabulary.		Students work in pairs on the interpersonal summative assessment. Then they present their slide presentations as the "polished/pre-prepared" summative assessment.

Resources	
https://campuspress.yale.edu/readlearnplayarabic/e-books-for-intermediate-arabic-learners/book-2-eid-day/	قصة "يوم العيد"

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<p style="text-align: right;">قصة "سارة في الحديقة"</p> <p>https://campuspress.yale.edu/readlearnplayarabic/e-books-for-intermediate-arabic-learners/book-5-sara-in-the-garden/</p> <p>The article on سوق الحميدية in chapter 3 of AlKitaab Part Two, Section Edition can be adapted to fit this lesson.</p> <p> الحي الذي أسكن فيه الصف الأول مفردات</p>	
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