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Unit Title: Teaching Arabo-Islamic Primary Texts in the Arabic Classroom

Language and Level / Grade	Arabic for University level students	**Approximate Length of Unit**	One week
Performance Range	Beginner to intermediate-level	**Approximate Number of Minutes Weekly**	20-30 minutes
Theme/Topic	Teaching Arabo-Islamic Primary Texts in the Arabic Classroom		
Essential Question	How does teaching primary Arabo-Islamic texts meet the diversity standards?		
Social Justice Standards	*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* Diversity Anchor Standards: 6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. 7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. 8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 9. Students will respond to diversity by building empathy, respect, understanding and connection. 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.		
Unit Goals			

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<table>
<tr><td>What should learners know and be able to do by the end of the unit?</td><td colspan="3">Learners will be able to:
Demonstrate familiarity with writing conventions, common proverbs, idiomatic expressions, and metaphors in the target language.
Describe cultural practices and their connections to the Islamic faith; deliver well-structured presentations on both familiar and unfamiliar topics; engage in spontaneous spoken, written, or signed conversations on a range of subjects.
Compare cultural perspectives with one’s own, analyzing how products and practices reflect underlying values and beliefs.
Draw connections between Islamic texts and contemporary daily life, interpersonal relationships, and patterns of speech.
Recognize the relationship between cultural norms and diverse religious communities, fostering cross-cultural understanding.</td></tr>
<tr><td colspan="4">Summative Performance Assessment Tasks</td></tr>
<tr><td rowspan="4">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.</td><td colspan="3">Interpretive Mode</td></tr>
<tr><td>Read through the hadith text. Students will notice the subtle differences in wording and detail in each hadith</td><td>Students will compare different hadiths, analyze the word choices, syntax, and sentence structure.</td><td>Students will answer questions about the hadith’s main ideas, identify vocabulary, discuss the social context of the texts and make connections to modern day.</td></tr>
<tr><td colspan="2">Presentational Mode</td><td>Interpersonal Mode</td></tr>
<tr><td colspan="2">Polished/Pre-prepared:
Students will memorize and recite a hadith of their choice and present it to the class.
Students will prepare and perform a skit where they recite the hadith
Students will use calligraphy to practice writing hadith
On Demand:
After reading the text, students will summarize the main ideas of the texts, offer their opinions, and discuss the various ways the hadith could be</td><td>Students will engage in a class discussion on the social context of the hadiths and moral and ethical lessons that are presented
Students will develop questions to ask and answer with their classmates about their opinion on how the hadith relates to their own lives
In partners, students will dialogue with classmates using the vocabulary and idiomatic expressions presented in hadith</td></tr>
</table>

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<table>
<tr><td></td><td colspan="2">interpreted differently with their classmates
● Students will practice reading and pronouncing Arabic names and learn about cultural naming conventions</td></tr>
<tr><td colspan="3">Standards</td></tr>
<tr><td rowspan="2">Cultures
(Sample Evidence)

Indicate the relationship between the product, practice, and perspective</td><td colspan="2">Relating Cultural Practices and Products to Perspectives using ACTFL Standards for Foreign Language Learning,
https://www.actfl.org/uploads/files/general/Documents/AppendixAStandardsforFLLexecsumm.pdf</td></tr>
<tr><td colspan="2">1. Communication: Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
2. Cultures: Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Connections: Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
4. Comparisons: Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5. Communities: Standard 5.1: Students use the language both within and beyond the school setting.</td></tr>
<tr><td rowspan="2">Connections
(Sample Evidence)</td><td>Making Connections to Other Disciplines</td><td>Acquiring Information and Diverse Viewpoints</td></tr>
<tr><td>How do the Hadiths and other religious texts connect other fields like theology, history, sociology, interfaith dialogue and others, to develop critical thinking and solve problems creatively?</td><td>They can do research about ethics, personal hygiene and social interaction and connect these to the principles of equality and diversity.</td></tr>
<tr><td rowspan="2">Comparisons
(Sample Evidence)</td><td>Language Comparisons</td><td>Cultural Comparisons</td></tr>
<tr><td>Select three concepts found in primary texts in</td><td>Demonstrate how these concepts resemble each culture you select.</td></tr>
</table>

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	Arabic and compare them to English	
Communities (Sample Evidence)	**School and Global Communities**	**Lifelong Learning**
	Students can use the ideas and concepts they learned from primary texts to draw connections in other courses related to religion, ethics, and philosophy.	Students use language to discover cross-cultural and interfaith teachings found in primary religious texts and how they can apply to everyday life.

Toolbox

Can Do Statements

Interpretive	● Students can read and understand the main ideas of a short hadith or verse ● Students can analyze the themes in Arabo-Islamic texts or classical Islamic literature and discuss its meaning in modern context and relevance ● Students can understand the written structure and social context of Arabo-Islamic texts ● Students can make connections between traditional Islamic texts and the modern context ● Students can understand the variety of diverse interpretations of Arabo-Islamic texts
Presentational	● Students can summarize the meaning of a quranic verse or hadith and share their opinions in their own words ● Students can practice reciting and writing hadith texts ● Students can give a presentation analyzing an Arabic Islamic texts and its relevance to contemporary issues
Interpersonal	● Students can engage in a debate on ideas presented in classical Arabic literature ● Students can ask and answer questions on a text that they read on how it relates to their own lives and personal interests ● Students can discuss moral and ethical lessons derived from Arabo Islamic texts

Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
***Expressing an opinion:** أعتقد أن هذا الحديث يشير إلى ... في رأيي، الدرس المستفاد من هذا النص هو ...	Questions: أَيُفتى ومالك في المدينة؟	

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أرى أن هذه الفكرة مهمة لأنها … يبدو لي أن المقصود هنا هو … ***Describing**: يتحدث النص عن … يصف هذا الحديث أهمية … يتميز هذا النص باستخدام كلمات مثل … في هذا المقطع، نجد أن الرسول صلى الله عليه وسلم يوضح … ***Identifying & Listing**: يحتوي النص على ثلاث نقاط رئيسية … يمكننا تحديد المفاهيم الأساسية التالية … الحديث يشمل عدة عناصر مهمة مثل أولًا… ثانيًا… ثالثًا … ***Explaining**: المقصود بهذه العبارة هو … هذا الحديث يوضح أهمية … السبب وراء هذا الحكم الشرعي هو … يُفسَّر هذا المصطلح في السياق على أنه …	Negation: العلم لا يحلّ منعه Adjectives: الكلمة الطيبة صدقة Preposition: مع، كَـ، على، في، البركة مع أكابركم الدّال على الخير كفاعله Syntax: equational sentences; fronted predicate, the superlative, fractions حسن السّؤال نصف العلم من خير طيبكم المسك أطيب الطيب المسك	قال، أخبرنا، حدّثنا، أنبأنا، ثنا، سمع، رُوِيَ عن، عن، ابن، بنت، أبو، للإسناد

Weekly Lessons Plan (first week)					
Days	**Topics**	**Can do statements**	**Priority vocabulary**	**Supporting structures**	**Learning activity**
Day 1	Historical and cultural scaffolding for studying Arabo-Islamic texts: ● Discuss culture of oral transmission of hadith ● Discuss issue of authority and names mentioned in hadiths	Students can understand and discuss the cultural and social context of Arabo-Islamic texts	قيمة، قِيَم الأخلاق الحِكمة النظافة الطِّيب المِسك المعاملات الاجتماعية حسن المعاملة لطف الكلام الرفق بالحيوان القناعة الكَرَم	video showing cultural importance of reading of the hadith and Koran: https://www.youtube.com/watch?v=hVzZ3pfi-0g **الطالبة الأزهرية التي أذهلت لجنة التحكيم في حفظ القرآن الكريم** Practice reading and pronouncing	The teacher will introduce the concept of Arabo-Islamic texts, their cultural and historical significance. The teacher will introduce key vocabulary and individuals, which students will practice by reciting

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				Arabic names	
Day 2	Practicing reading and reciting the hadith: ● Discuss importance of written structure and style of the verses	Students can practice reciting and writing hadith texts Students can ask and answer questions about the text	حسن السؤال نصف العلم السلام قبل الكلام أطيب الطيب المسك كرم الكتاب ختمه التحدّث بالنعم شكر الرفق رأس الحكمة القناعة مال لا ينفذ	Listen, read, and recite, hadith verses Practice writing hadith verses using Arabic calligraphy	Students will observe the written structure and style of the passage and discuss its importance to the meaning Students will learn and reinforce the hadith by listening, reading, reciting and writing the verses
Day 3	Students will continue reading and discussing the themes expressed in the text	Students can summarize the main ideas presented in the text in their own words Students can make connections between the text and modern daily life	الدّال على الخير كفاعله المؤمن مرآة المؤمن من خير طيبكم المسك الكلمة الطيبة صدقة الجنّة تحت أقدام الأمّهات	Students will write or speak their opinions on the main ideas in the text Students will suggest the moral and ethical lessons presented in the text	-Memorization exercises -Structure of the hadiths (syntax) Alliterations -Compare to sayings, favorite quotations in the American tradition or other traditions (Einstein, George Washington, etc.) -Activity: can you frame a moral lesson, an idiom, a saying in the Hadith style? -Game: Two Truths and a Lie
	Diverse interpretations of Arabo-Islamic texts	The focus of activity 1 will be a comparison	Two proposed activities:	Discuss the previous day's writing	-Students will present on the different

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Day 4		between perceptions of the plague and modern-day experience with COVID 19 For activity 2, students will debate the different interpretations of the text	-The theme of the plague and the djinn: select text and then bring in the comparison with the COVID experience (social distancing, the origins of the disease) -Work on the Two longer versions of the same Hadith المؤمن مرآة المؤمن	assignment, emphasizing the different interpretations of the text	interpretations of the text -Students perform a debate, defend their points of view comparing the plague with modern-day COVID - Discuss what is the best approach to take: be with the infected people and care for them or abandon them, quarantine -How to care for each other and the principles expressed in DEI -Students will write and act out skits that incorporate the themes, phrases, and vocabulary - Skit: students write their own scenario. The last line has to be the Hadith.
Day 5	Explore deeper connections between Arabo-Islamic texts and modern life	الصلاة على النبيّ الصلاة على رسول الله دُعاء، أدعِية شهر رمضان	Two proposed :videos Modern-day - song (*Mohmmad Nabina* by Hamada Helal) explaining Moslem's relationship with the prophet and	- Reinforce the previous day's lesson and concepts learned. - Explore another cultural perspective: the presence of the	Two proposed :videos - Modern-day song (*Mohmmad Nabina* by Hamada Helal) explaining Moslem's relationship with the prophet and the

			the constant celebration of his legacy and the daily practice of giving prayers to the prophet: https://www.youtube.com/watch?v=TSj2mLnqR-c - the virtues of دُعاء invocation/ prayers by the great singer Abdelhalim Hafedh welcoming the month of Ramadan: https://www.youtube.com/watch?v=MSALMUtU8IQ	prophet in Moslem's daily lives and the daily practice of invocation/ prayers reinforcing Moslems' relationship with their Lord.	constant celebration of his legacy and the daily practice of giving prayers to the prophet: https://www.youtube.com/watch?v=TSj2mLnqR-c - the virtues of دُعاء invocation/ prayers by the great singer Abdelhalim Hafedh welcoming the month of Ramadan: https://www.youtube.com/watch?v=MSALMUtU8IQ - Share the lyrics with the students and explain the cultural references. The students would work in small groups and share their understanding and analysis of the lyrics. -Share the text of the دعاء Have the students work in small groups to analyze the text and then present their work to the class

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Resources
Egyptian soap opera about the life of a famous hadith scholar named Ibn Hajar al-Asqalani from Cairo who lived in the 1400s. The script is in classical Arabic and includes many phrases based on hadith. https://www.youtube.com/watch?v=gqVMQv_hyVc "Omar" is a 'Game of Thrones' style tv series about the life of Umar ibn al-Khattab (Muhhamad's companion and the second caliph of Islam) and the text is in classical arabic and the style of the language is based on hadith. https://www.youtube.com/watch?v=OSxqoWdwdNA&list=PL3tMHnxH_fa_P_uRUCK8UksZjwpkdp3td Library of Arabic Literature (NYU Abu Dhabi) A good resource for scholarly Arabic editions of classic texts from the Arabo-Islamic world, with scholarly translations into English, side-by-side. Texts range from travelogues to religious treatises to biographies to medieval Arabic cookbooks. https://nyupress.org/library-of-arabic-literature/?page_number=1&category=NYUAL0 What is Hadith? Understanding the Teachings of Prophet Muhammad (S) and Their Authenticity: https://www.youtube.com/watch?v=spfD8LkA8Kc&t=230s Sufi chants in praise of Allah and the Prophet: https://www.youtube.com/watch?v=nfu1E6s2WJE Sufi chants in the praise of the prophet and his companions: https://www.youtube.com/watch?v=Znm4jDZcKtc&list=PLdbbFN8beFIafF3AH43GH_4wLFIuABbQP