2nd Grade Arabic Language Unit : FOOD RESOURCES

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit		Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
36 days (45 minute	Theme:	Developing (Imitative -	Summative Assessment		Explain the new vocabulary	Textbook
periods	Application of agriculture and farming in our	Reflective)	Questions and activities due at	Reading:	through conversation	
	economy.	B.1, B.2, B.3, B.4, B.5	the end of the chapter	Reading the text and understand		Flashcards
	Lessons;-The food,At the farm,At the	Transitionig (Reflective-	Spelling and meaning test	the new vocab; differentiate	Matching the words with	
	supermarket.	Interactive)	Workbook	between short and long vowels	pictures	Smart Board
	Enduring Understanding:	C.1, C.2		Writing:		
	To know how to buy and sell goods by using	<u>Culture</u>	Formative Assessment	Will be able to write words and	Visuals (Colored pictures)	Puzzle/Games
	a system . To express your feelings based	Begining (Receptive-Imitative)	Oral questions	sentences		
	upon your gender. To learn grammer, verbs,	D.1, D.2, D.3	A play	Improving spelling skills	Acting out the verbs in the	
	nouns, pronouns, etc. To learn that nature is	Refining (Interactive-Iniative)	Title the pictures		lesson	
	a good source of nutrition. To learn how to		Rewrite the words	Listening & Speaking:		
	cooperate with in the family.		fill in the blank		Differentiating between the	
	Essential Questions:			Understand vocab and sentence	gender specificity through acting	
	Do you know what type of food you are				out the verbs	
	eating, whether it is from an animal or plant?			Expressing feelings and emotions		
	Can you name the animals that we raise on farms?					
	Do you know how to ask someone about their feelings?					
	Do you know how to find sections in the					
	supermarket?					
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2nd Grade Arabic Language Unit Vital Facilities in the neighborhood

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
36 days (45	Theme:	Developing		Reading:	Explain the new vocabulary	Textbook
minute	Understanding society's system and being a	(Imitative -	Questions and activities		through conversation	
periods	self-reliable person.	Reflective)	due at the end of the	understand the new vocab;		Flashcards
	• •	B.1, B.2, B.3, B.4,	chapter		Matching the words with	
	theBeach.	B.5	Spelling and meaning test	_	pictures	Smart Board
	Enduring Understanding:	Transitionig	Workbook	Writing:		
	To know how to buy, sell, goods in a system	(Reflective-		Will be able to write words	Visuals (Colored pictures)	Puzzle/Games
	knowing the need's of a household,	Interactive)	Formative Assessment	and sentences		
	cooperating and helping the family. The	C.1, C.2	Oral questions	Improving spelling skills	Acting out the verbs in the	
	importance of houses of worship in	<u>Culture</u>	A play		lesson	
	someone's life. Having a good relationship	Begining (Receptive-	Title the pictures	Listening & Speaking:		
	with the Lord which makes you a good citizen.	Imitative)	Rewrite the words	Question and answer	Differentiating between the	
	The importance of the library in the	D.1, D.2, D.3	fill in the blank	Understand vocab and	gender specificity through	
	community. Using money wisely.	Refining		sentence structure	acting out the verbs	
	Essential Questions:	(Interactive-		Expressing feelings and		
	How do you have polite conversations with	Iniative)		emotions		
	people?	B.1, B.2, B.3, B.4,				
	Do you have shopping skills?					
	Do you know the names of the household					
	utencils and products?					
	Do you know how to give a rough estimate in					
	distances?					
	What are the names of the daily prayers?					
	Are you able to tell time?					
	Are you able to identify the essential school					
1	supplies in arabic?					

2nd Grade Arabic Language Unit : Utilization of the times

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
, ,	Theme:	Developing	<u>Summative</u>	Reading the text and	Explain the new	Textbook
minute periods	·	(Imitative - Reflective) B.1, B.2, B.3, B.4, B.5	Assessment Questions and activities due at the end of the chapter Spelling and meaning test Workbook Formative Assessment Oral questions A play Title the pictures Rewrite the words fill in the blank	understand the new vocab; differentiate between short and long vowels Writing: Will be able to write words and sentences Improving spelling skills Listening & Speaking: Question and answer Understand vocab and sentence structure Expressing feelings and emotions	vocabulary through conversation	Flashcards
<u>E</u> <u>C</u> C		Transitionig (Reflective- Interactive)			with pictures	Smart Board Puzzle/Games
	To learn how to be responsible, to know how to manage your time, to know the	C.1, C.2 <u>Culture</u> Begining (Receptive-Imitative)  D.1, D.2, D.3				
	importance of sports and art in our life.				Acting out the verbs in the lesson	
	Do you help your mother at home? What is the benefit of organizing time? What kind of activities do you participate in? Do know how to use adjectives in Arabic? Do like sports and what types are you	Iniative) B.1, B.2, B.3, B.4,			Differentiating between the gender specificity through acting out the verbs	
	practicing in? Can you put the days of the week in order?					

2nd Grade Arabic Language Unit : Sacred Places in the Muslim Faith

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
36 days (45				Reading:	Explain the new	Textbook
minute	spiritual life?	•		Reading the text and	vocabulary through	
periods		B.1, B.2, B.3, B.4, B.5	Questions and activities	understand the new vocab;	conversation	Flashcards
	Lessons: Mecca and Medina, reviewing chapters 1 and	Transitionig (Reflective-	due at the end of the	differentiate between short		
	2.	Interactive)	chapter	and long vowels	Matching the words	Smart Board
		C.1, C.2	Spelling and meaning	Writing:	with pictures	
		<u>Culture</u>	test	Will be able to write words		Puzzle/Games
	Enduring Understanding:	Begining (Receptive-	Workbook	and sentences	Visuals (Colored	
	Learn about the most sacred masjid in the Muslim faith;	Imitative)		Improving spelling skills	pictures)	
	Mecca and Medina.	D.1, D.2, D.3	Formative Assessment			
	Make sure students understand the grammer that we	Refining (Interactive-	Oral questions	Listening & Speaking:	Acting out the verbs in	
	learned in the previous chapters (verbs, nouns,	Iniative)	A play	Question and answer	the lesson	
	pronouns, adjectives)	B.1, B.2, B.3, B.4,	Title the pictures	Understand vocab and		
			Rewrite the words	sentence structure	Differentiating between	
	Essential Questions:		fill in the blank	Expressing feelings and	the gender specificity	
	Do you know the importance of the cities of Mecca and			emotions	through acting out the	
	Medina in the Muslim faith?				verbs	
	Why is Mecca a sacred place?					
	Describe Medina by using the adjectives that you					
	learned.					
	How do you differentiate between feminine and					
	masculine nouns? Give examples.					