

Curriculum Development Grant: Thematic Unit for Kindergarten

Language and Level / Grade	Novice Low-Mid	Approximate Length of Unit	5 weeks
		Approximate Number of Minutes Weekly	225
Theme/Topic	I am Unique		
Essential Question	What make me who I am as a unique person?		
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"> ▪ introduce themselves stating their names, age, likes and dislikes (colors, food, drinks, toys, cartoon character) ▪ greet peers, their teachers, and parents using various forms such as (مرحباً ، أهلاً وسهلاً ، (السلام عليكم ، صباح الخير/النور، مساء الخير / النور) ▪ tell about feelings and provide one or two descriptions of themselves. ▪ respond to questions related to their names, age, likes and dislikes, and pets. ▪ respond to questions about self who, how, what (ما ، ماذا), etc. ▪ describe themselves and their unique physical and personal characteristics ▪ identify basic information , types of greetings, likes and dislikes, and basic characteristics of children talking about themselves. ▪ Identify basic information about main characters when reading a story or watching a cartoon. ▪ Identify the colors, food, and drinks mentioned in a song, cartoon and story. ▪ Write their names and age. ▪ Copy the word that represent the things they like such as feelings, color, food, and drinks. 		

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<p>Summative Performance Assessment</p> <ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • They 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 should incorporate 21st Century Skills. 	Interpretive Mode		
	Identify what students in an Arabic school wrote about themselves in the students of the week chart.	Students watch video segments of children talking about themselves. They match each child with things they like, do like, names, family members, etc.	Listen to songs and identify Colors , numbers, descriptive words mentioned in these songs.
	Presentational Mode		Interpersonal Mode
	Create a Student of the month poster and share it Or The classroom book and each student create a page about themselves.		Students exchange information about themselves. They find out what they have in common.
<p style="text-align: center;">Cultures (Sample Evidence)</p> <p>Indicate the relationship between the product, practice, and perspective.</p>	<p>Practice: Students recognize the difference of greeting for adult (teacher) and peers that reflect respects and gratitude. Perspective: Respect.</p> <p>Practice: Saying “al Hamdu lil Allah” no matter how we feel and “Subhan Allah” when we see beautiful things. Perspective: Being grateful to God who gave human being the earth we live at.</p> <p>Practice: Kissing the hand and or the head of parents while greeting Perspective: Respect of elders</p> <p>Product: Cartoons and songs from the Arab world Perspective: Enjoyments and learning</p>		

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	Making Connections	Acquiring Information and Diverse Perspectives
<p>Connections (Sample Evidence)</p>	<ul style="list-style-type: none"> ◆ Students recognize that Arabic is spoken and learned in a lot of countries in the Arab world. ◆ Students recognize that Arabic language is written from right to left. ◆ Students recognize that the words we speak correspond with a written form. 	<p>Students examine of the week entries from a school in the Arab world.</p> <p>Students examine children programs, songs, and cartoon that is available online.</p>
	Language Comparisons	Cultural Comparisons
<p>Comparisons (Sample Evidence)</p>	<ul style="list-style-type: none"> ◆ Recognize the main features of Arabic letters (28 letters, written from right to left) ◆ Recognize how Arabic letters connect in writing either from one side or both sides ◆ Recognize Arabic sounds that do not exist in English including long and short vowels 	<ul style="list-style-type: none"> ◆ Greet individuals of the same gender and of different genders: Men kiss each other and women kiss each other as a sign of warmth.
	School and Global Communities	Lifelong Learning
<p>Communities (Sample Evidence)</p>	<ul style="list-style-type: none"> ◆ Explore Children channels, programs, stories. ◆ Explore how children introduce themselves in their schools and participate in children programs. 	<p>Use the internet to watch children programs, songs, etc.</p>