

### 30 Day Unit Plan

School : Bearden High School  
Teacher's Name : Abdellah Aly

Level : Novice  
Month: 17<sup>th</sup> Sep / 19<sup>th</sup> Oct

#### **Theme/Topic:**

#### (The Arab World)

1. Countries and nationalities. (Re. numbers 11 to 15)
2. Ask "Where are you from and what is your nationality" (Re. letters)
3. All subject pronouns. (I, You, He, She, They)

#### (At the zoo with my family)

4. Family members. (Re. numbers up to 20)
5. Adjectives (tall, short, big, small, thin, fat). Are you ....? Yes / No
6. A trip to the zoo: (animals – birds).
- 7.

#### (Jobs and places)

8. Jobs and places.
9. Action verbs.
10. Vehicles

#### (My day)

11. My daily routine. (parts of the day)
12. Demonstrative Pronouns. (this, these)
13. Numbers (20-100).
14. Telling the time.

#### **Goals: By the end of this month-unit-plan, students will be able to:**

- 1- Recognize the countries and capitals in the Arab World.
- 2- Ask about the nationality and where people are from.
- 4- Make sentences using different subject pronouns.
- 5- Name family members and speak about their families.
- 6- Use adjective to describe the shape of the body.
- 7- Ask questions about how others look like.
- 8- Name some animals and birds.
- 9- Name some jobs and places where people work.
- 10- Use some action words to describe activities and where they are performed.
- 11- Identify some common vehicles in the town.
- 12- Differentiate between time periods within a day (Re. Greetings).
- 13- Count from twenty to a hundred.
- 14- Use demonstrative pronouns to form meaningful sentences.
- 15- Ask about and tell the time.
- 16- Say the four directions (north , south, east, west)

### **Summative Performance Assessment:**

<b>Interpretive</b> (reading, listening, and/or viewing)	<b>Interpersonal</b> (Speaking and/or writing)	<b>Presentational</b> (Speaking and/or writing / drawing)
<ul style="list-style-type: none"><li>- Students listen to the Arabic countries names.</li><li>- Students watch a clip of some countries and capitals.</li><li>- Students point to different parts of the body.</li><li>- Students read the parts of the body.</li><li>- Students recognize their family members.</li></ul>	<ul style="list-style-type: none"><li>- Students talk about Arabic countries.</li><li>- Students work in pairs match each country with the capital and present that.</li><li>- Students practice a dialogue about parts of the body.</li><li>- Students label the family</li></ul>	<ul style="list-style-type: none"><li>- Students talk about the nationalities in the Arab world.</li><li>- Students present parts of the body.</li><li>- Students write the Arab countries' names by themselves correctly.</li><li>- Students draw a picture about any topic in Arabic culture and talk about it in front</li></ul>

<ul style="list-style-type: none"> <li>- Students watch a video of different animals and birds.</li> <li>- Students listen to words for different jobs and places of work.</li> </ul> <p>Students match different vehicles with the road they run on.</p> <ul style="list-style-type: none"> <li>- Students look at the clock and say the numbers appears.</li> </ul>	<p>members.</p> <ul style="list-style-type: none"> <li>- Students make a picture dictionary about the animals and birds.</li> <li>- Students make vehicles' models with the Arabic names.</li> <li>- Students in pairs ask and respond to the time.</li> </ul>	<p>of the students.</p> <ul style="list-style-type: none"> <li>- Students design a watch and tell the time to his classmates.</li> <li>- Students draw a family tree, color and label it.</li> <li>- Students go the zoo watch their favorite film about animals and retell it to the class.</li> </ul>
<b>Week 1</b>		
<p><b>Weekly Can-Dos for Students:</b></p>	<ol style="list-style-type: none"> <li>1- Name some Arab countries and their capitals.</li> <li>2- Count from One to fifteen. (revision)</li> <li>3- Ask "Where are you from and what is your nationality)</li> <li>4- Give and ask about their personal information including; name, age, nationality, country, the address.</li> <li>5- All subject pronouns. (I, You, He, She, They)</li> </ol>	
<p>Formative Assessment Tasks:</p>	<ul style="list-style-type: none"> <li>- Students respond when they are asked about their personal information.</li> <li>- An audio project about the personal information.</li> <li>- designing a poster about Arab countries.</li> <li>- Filling in a table about countries. Capitals and nationality.</li> <li>- Speak about themselves as well as the others using different personal pronouns.</li> </ul> <p>Match the countries and their nationalities in a jigsaw.</p> <ul style="list-style-type: none"> <li>- A memory game about Asian and African Arab countries.</li> </ul>	
<p>Standards:</p> <ul style="list-style-type: none"> <li>Communication</li> <li>Core curriculum</li> <li>Culture</li> <li>Comparisons</li> <li>Communities</li> </ul>	<p><b>Communication: Students will:</b></p> <ul style="list-style-type: none"> <li>- Ask their Arab students peers in the school about their personal information (a survey)</li> </ul> <p><b>Culture: Students will</b></p> <p>The diversity in the Arab world and its results.</p> <p><b>Comparisons:</b></p> <p>Some customs and traditions in different parts of the Arab world.</p> <p><b>Core curriculum</b></p> <p>History and geography.</p>	
<p><b>Vocabulary:</b></p>	<p>مصر- القاهرة - مصرى / ليبيا - طرابلس - لبيبي / السعودية - الرياض - سعودى / الاردن - عمان - اردنى / العراق - بغداد / سوريا - دمشق / الامارات - ابوظبى / المغرب - الرباط / لبنان - بيروت - امريكا - واشنطن - أمريكى</p> <p>ما هي جنسيتك؟ أنا مصرى</p> <p>أنا - هو - هي - أنت - هم</p> <p>فى</p>	
<p><b>Grammar/Sentence patterns:</b></p>	<p><b>Subject Pronoun:</b></p> <p>All subject pronouns. (I, You, He, She, They)</p> <p>Singular and Dual.</p> <p>Demonstrative pronouns for singular and duals.</p> <p>Nationalities.</p> <p>Prepositions      في</p>	

<b>Materials Needed:</b>	Power point presentation – Handouts – cards - cups Video - A song – a survey
<b>Week 2</b>	
<b>Weekly Can-Dos for Students:</b>	<ul style="list-style-type: none"> <li>- Name family members.</li> <li>- Design a family tree.</li> <li>- Use adjectives to describe the family members.</li> <li>- Ask yes/No questions about how family members look like.</li> <li>- Name zoo animals.</li> <li>- Use prepositions of place to say where things are.</li> <li>- Revisit numbers 1 to 20.</li> </ul>
<b>Formative Assessment Tasks:</b>	<ul style="list-style-type: none"> <li>- Identify family members in a picture.</li> <li>- Label a picture.</li> <li>- Design a family tree.</li> <li>- Identify animals in a picture.</li> <li>- Draw animals and indicate their sizes and appearance. .</li> <li>- Record a conversation about family members.</li> <li>- Draw a picture of a zoo.</li> <li>- Write a story "once upon a time in a zoo ... " for advanced learners.</li> <li>- Classify animals.</li> <li>- Imitate animals' sounds or movements and try to illicit the animal's name.</li> <li>- Write names of animals and family members.</li> <li>- Write full sentences about people around us in terms of the appearance.</li> </ul>
<b>Standards:</b> Communication Connections Culture Comparisons Communities	<p><b><u>Communication:</u></b> - Name their family members at home and producing a name card for each one.</p> <p><b><u>Culture:</u></b> - Students will learn about marriage in the Arab world.</p> <p><b><u>Comparisons:</u></b> - Families in America and extended families in the middle east.</p> <p><b><u>Connections:</u></b> - Birth control and its different prospects.</p>
<b>Vocabulary:</b>	<p>أب – أم – أخ – أخت – ابن – ابنة – جد – جدة – عم – عمه – خال – خاله – زوج – زوجته. طويل – قصير – ضخم – صغير – رفيع – سمين – عجوز – صغير السن. نحله – ضفدع – كتكوت – عصفور – فرخه – ديك – بطه – بومه – صقر – قطه – قرد – كلب – عنزة – خروف – ذئب – دب – اسد – حمار وحشى – حصان – نمر – بقره – جمل – فيل – خلف – فى – على – تحت – فوق – بين – بجانب – امام</p>
<b>Grammar/Sentence patterns:</b>	<p>4- Definite article, ال Prepositions of place. Connected pronouns. (لونه / لونها / لديه اربعة ارجل / جناحان (هـ/ها)</p>
<b>Materials Needed:</b>	

	Power point presentation – Handouts – Plastic Models - Videos – A song – Flash cards – picture dictionary - Electronic Quiz.
<b>Week 3</b>	
<b>Weekly Can-Dos for Students:</b>	<ol style="list-style-type: none"> <li>Jobs and places.</li> <li>Masculine and feminine.</li> <li>Action verbs.</li> <li>Asking for directions.</li> <li>Continuous learning; Numbers and colors.</li> </ol>
<b>Formative Assessment Tasks:</b>	<ul style="list-style-type: none"> <li>- Presentations in pairs about jobs in the partner's family.</li> <li>- Completing a table about jobs and places.</li> <li>- Form sentences orally using feminine and masculine.</li> <li>- Match the feminine words with their masculine form.</li> <li>- Completing a jigsaw about jobs and places.</li> <li>- Asking for directions and giving directions.</li> <li>- Use the map to speak about the states border Tennessee.</li> <li>- Family tree with names, jobs and places of work.</li> </ul>
<b>Standards:</b> Communication Connections Culture Comparisons Communities	<p><b><u>Students will :</u></b> <b><u>Communication:</u></b></p> <ul style="list-style-type: none"> <li>- Talk about family members jobs and places of work.</li> </ul> <p><b><u>Culture:</u></b></p> <ul style="list-style-type: none"> <li>- Women and work in the Middle East.</li> </ul> <p><b><u>Comparisons:</u></b></p> <ul style="list-style-type: none"> <li>- Work hours in the States and the Middle East. Work habits in both cultures.</li> </ul> <p><b><u>Communities:</u></b></p> <ul style="list-style-type: none"> <li>- Using the card names they made earlier to the family members and add the job and the place of work on it.</li> </ul>
<b>Vocabulary:</b>	<p>أستاذ – عالم – طبيب – ممرضه - مهندس – فلاح – بائع (السمك / الخضار / الفاكهه) – بائعه – عامل – نادل – جزار – طباخ – صيدلي – فندق - مدرسه – معمل – مستشفى – مصنع – مزرعه – محل – سوق – مقهى – مطعم – صيدليه - يذهب – يجرى – يمشى – يقود – يركب – يقفز – يسبح – يتكلم – يضحك – يشترى – يبيع – يشرب – يصنع – يعمل – يحمل – يسمع – يطير – يغنى.</p>
<b>Grammar/Sentence patterns:</b>	Present tense. Verb and subject agreement.
<b>1. Materials Needed:</b>	Power point presentation – Handouts - magnets Videos – Songs – Pictures – quizzes – flash cards.
<b>Week 4</b>	
<b>Weekly Can-Dos for Students:</b>	<ol style="list-style-type: none"> <li>My daily routine. Rev.(parts of the day)</li> <li>Demonstrative Pronouns. Rev. (this, these)</li> <li>Numbers (20-100).</li> <li>Telling the time.</li> <li>Vehicles.</li> </ol>

<p><b>Formative Assessment Tasks:</b></p>	<ul style="list-style-type: none"> <li>- Recognize the different vehicles.</li> <li>- Counting from 20 to a hundred.</li> <li>- Matching cards with their correct number.</li> <li>- Designing a poster about different means of transport in their city.</li> <li>- Ask for the time and respond correctly.</li> <li>- Card talk about the vehicles.</li> <li>- Electronic Quizzes about numbers.</li> </ul>
<p><b>Standards:</b>  Communication  Connections  Culture  Comparisons  Communities</p>	<p><b><u>Students will :</u></b>  <b><u>Communication:</u></b></p> <ul style="list-style-type: none"> <li>- Speak about their daily routines.</li> </ul> <p><b><u>Comparisons:</u></b></p> <ul style="list-style-type: none"> <li>- School day in Egypt and America.</li> </ul> <p><b><u>Communities:</u></b></p> <ul style="list-style-type: none"> <li>- Breakfast habits survey. (To be done with Middle Eastern student in the school or the community outside.</li> </ul> <p><b><u>Culture:</u></b>  Being independent Vs dependent in both cultures.</p>
<p><b>Vocabulary:</b></p>	<p>الفجر – الصباح – الظهره – المساء – النهار – الليل – الشمس – القمر – النجوم  - تصبح على خير – يصحو – يأكل – يغسل – يركب – يقرأ – يكتب – يلعب -  ينام.  ثلاثون – اربعون – خمسون – ستون – سبعون – ثمانون – تسعون – مائه  كم الساعه؟ الساعه الواحده – ونصف – و ربع – إلا ربع صباحا – مساء- ساعه  – دقيقه – ثانيه – ساعه يد – منبه – عقارب الساعه.  سياره - قطار – تاكسي - مترو الانفاق - حافله – دراجه – دراجه ناربه – طائره  – شاحنه – سفينه – قارب – طريق – سكه حديد</p>
<p><b>Grammar/Sentence patterns:</b></p>	<p>Questions, adjectives, negative sentences.</p>
<p><b>Materials Needed:</b></p>	<p>Power point presentation – Handouts - magnets  Videos – Songs – cards - quizzes.</p>