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| **TCLP** | | | | |
| **John W. Lavelle Preparatory Charter School-High School - GRADES 10-11-12** | | | | |
| **Prepared by :Ibrahim Ibrahim Gouda Ibrahim-Exchange Teacher**  **Under the supervision of : Sean Fredricks-The School Mentor** | | | | |
| **30 Day Unit Plan** | | | | |
| Theme: **PERSONAL IDENTIFICATION** | | | | |
| **Goals** *: Students are supposed to be able to identify themselves personally through studying the following topics:*  *Greeting and Farewell Name Numbers in Figures CULTURE ASPECT* [*Pyramids of Giza*](https://docs.google.com/presentation/d/1J3cmldZtObCssVuKjNK9aMTc9cONw9tuyB8r80pPk3o/edit#slide=id.g3d62c7cb58_6_227) *EGYPT TOURIST ATTRACTIONS-  Simple math nationality address  CULTURE ASPECT CINE CLUB -Meraty Modeer Aam -* [*My Wife is a General Manager]*](https://docs.google.com/presentation/d/1dG1kmjt-EO4UXDE37S5YPW2dYh578CtScihmsleHO1E/edit#slide=id.p)  *telephone number Family members occupations CULTURE ASPECT EGYPTIAN CELEBRITIES -* [*Salah Jahin (1930 - 1986)*](https://docs.google.com/presentation/d/1q94Ow3zWY5aC4-AaKtqKv-xdamXihNX3W26gk8IaYTM/edit#slide=id.g3d6571a3a4_1_8)  *Place of birth Months of the year Date of birth CULTURE ASPECT - FOLKLORE -* [*Horse Dance-Folklore Songs*](https://docs.google.com/presentation/d/1PPorFu8EHcQu3xtEmxuf7EAN_8UneGTPTbq0HMORSD0/edit#slide=id.p) | | | | |
| **Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication**  *Reference pg. 18-23* | | | | |
| **Interpretive**  (reading, listening, and/or viewing) | | | **Interpersonal**  (Speaking and/or writing) | **Presentational**  (Speaking and/or writing) |
| **Listen to songs and watch videos related to the lesson**  **Individual Work** | | | **create dialogues**  **Group work**  **Pair work** | **Dramatize the dialogues in front of the class** |
| **Week 1** | | | | |
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| **Weekly Can - Dos for Students:** | Us Use Arabic greeting to greet somebody.  say goodbye  Introduce themselves, giving their name and nationality Ask about each other’s names.  Identify numbers from 1 to 10. Ask simple questions using [What]  kkk  Use j Show interest in knowing some more information about the pyramids. Identify some Arabic Words [Haram[Pyramid]-Masry[Egyptian]-Bana[Built]- Maqbara[necropolis] | | | |
| **Formative Assessment Tasks:** | gggg create dialogues  act the dialogues  fill in speech bubbles  Fill in Fryer Model  Sing songs  watch videos  rubber ball activity  inner outer circle activity | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | **Communication:** create dialogues  act the dialogues  **Culture:** Recognize some facts about the pyramids Watch a concluding video about the Pyramids. | | | |
| **Vocabulary:** | Hello Goodbye My name is……. 1-2-3-4-5- 6-7-8-9-10 | | | |
| **Grammar/Sentence patterns:** | What is your name? My name is …... What is this number? It’s 7 | | | |
| **Materials Needed:** | **songs - videos- teacher made flash cards - worksheets- marionette - rubber ball** | | | |
| **Week 2** | | | | |
| **Weekly Can-Dos for Students:** | **Identify the + and - signs in Arabic. Do simple sums  State their nationality. Ask somebody about their nationality  State where they live. Ask somebody where they are from and respond  Predict the incidents at intervals Criticize the incidents of the film Show interest in watching Egyptian films Recognize some Arabic Vocabulary such as; Zawga[wife]-zowg[husband- Modeer[ Manager]-secerteir[secretary]-Kateb[clerk]** | | | |
| **Formative Assessment Tasks:** | create dialogues  act the dialogues  fill in speech bubbles  Fill in Fryer Model  Sing songs  watch videos  rubber ball activity  inner outer circle activity | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | **Communication:** create dialogues  act the dialogues  **culture: Recognize some Egyptian actors and actresses Summarize the incidents of the film Recall the plot of the film story** | | | |
| **Vocabulary:** | Plus minus I am American. I live in Staten Island. | | | |
| **Grammar/Sentence patterns:** | **What is 1+5? It’s 6 What is your nationality? I am American. Where do you live? I live in Staten Island.** | | | |
| **Materials Needed:** | **songs - videos- teacher made flash cards - worksheets- marionette - rubber ball** | | | |
| **Week 3** | | | | |
| **Weekly Can-Dos for Students:** | **Say the numbers of 1 to 10 and use this to exchange telephone numbers, etc Ask simple questions about their telephone number.   Introduce family members saying their relation, job and age. Ask simple questions with[Who].   Introduce family members saying their relation, job and age. Ask a simple question about their parents jobs.   Recognize Egyptian Elites and celebrities Enjoy and entertain the character Enrich the child's language by providing them with new vocabulary, structures and phrases. Give the attendees good social attitudes and to behave in some situations. Help the child adapt to new experiences and difficult events. Develop the artistic and sensory taste of the attendees. Recognize some Arabic Vocabulary such as: Moalef[author]-Shaer[poet]-Arousa Motaharreka[Marionette]- oghnia[song]** | | | |
| **Formative Assessment Tasks** | fill in speech bubbles  Fill in Fryer Model  Sing songs  watch videos  rubber ball activity  inner outer circle activity | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | **Communication:** create dialogues  act the dialogues  **Culture: Recognize Egyptian Elites and celebrities Enjoy and entertain the character** | | | |
| **Vocabulary:** | My telephone number is….. . father-mother-sister-brother teacher-nurse- | | | |
| **Grammar/Sentence patterns:** | What is your telephone number?   Who is this? This is my father. What is your father’s job? What is your mother’s job? | | | |
| **Materials Needed:** | **songs - videos- teacher made flash cards - worksheets- marionette - rubber ball** | | | |
| **Week 4** | | | | |
| **Weekly Can-Dos for Students:** | **Tell somebody about their place of birth. Ask simple questions using [Where].  Say the first six months of the year. Ask simple questions using [What].  Tell somebody their date of birth Ask simple questions using [When].**  **Enrich the child's language by providing them with new vocabulary, structures and phrases. Help the child adapt to new experiences and difficult events. Develop the artistic and sensory taste of the attendees. Recognize some Arabic Vocabulary such as: Hosan[horse]-Moseqa[music]raks[dance]Oghnia[song** | | | |
| **Formative Assessment Tasks:** | create dialogues  act the dialogues  fill in speech bubbles  Fill in Fryer Model  Sing songs  watch videos  rubber ball activity  inner outer circle activity | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | **Communication:** create dialogues  act the dialogues  **Culture: Recognize Horse Dance-Folklore Songs As an Egyptian folkloric aspect. Enjoy and entertain Horse Dance-Folklore Songs.** | | | |
| **Vocabular** | I was born in Staten Island. January -February -March- April-May- June I was born in March. | | | |
| **Grammar/Sentence patterns:** | Where were you born? What is this month? When were you born? | | | |
| **Materials Needed:** | **songs - videos- teacher made flash cards - worksheets- marionette - rubber ball** | | | |