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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 FarewellNameNumbers in FiguresCULTURE ASPECT* [*Pyramids of Giza*](https://docs.google.com/presentation/d/1J3cmldZtObCssVuKjNK9aMTc9cONw9tuyB8r80pPk3o/edit#slide=id.g3d62c7cb58_6_227)*EGYPT TOURIST ATTRACTIONS-Simple mathnationalityaddress CULTURE ASPECTCINE CLUB -Meraty Modeer Aam -* [*My Wife is a General Manager]*](https://docs.google.com/presentation/d/1dG1kmjt-EO4UXDE37S5YPW2dYh578CtScihmsleHO1E/edit#slide=id.p)*telephone numberFamily membersoccupationsCULTURE ASPECTEGYPTIAN CELEBRITIES -* [*Salah Jahin (1930 - 1986)*](https://docs.google.com/presentation/d/1q94Ow3zWY5aC4-AaKtqKv-xdamXihNX3W26gk8IaYTM/edit#slide=id.g3d6571a3a4_1_8)*Place of birthMonths of the yearDate of birthCULTURE 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:** | UsUse Arabic greeting to greet somebody. say goodbyeIntroduce themselves, giving their name and nationalityAsk about each other’s names.Identify numbers from 1 to 10.Ask simple questions using [What]kkkUse 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:**CommunicationConnectionsCultureComparisonsCommunities | **Communication:** create dialogues  act the dialogues**Culture:** Recognize some facts about the pyramidsWatch a concluding video about the Pyramids. |
| **Vocabulary:** |  HelloGoodbyeMy 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 sumsState their nationality.Ask somebody about their nationalityState where they live.Ask somebody where they are from and respondPredict the incidents at intervalsCriticize the incidents of the filmShow interest in watching Egyptian filmsRecognize 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:**CommunicationConnectionsCultureComparisonsCommunities | **Communication:** create dialogues  act the dialogues**culture: Recognize some Egyptian actors and actressesSummarize the incidents of the filmRecall the plot of the film story** |
| **Vocabulary:** |  PlusminusI am American.I live in Staten Island. |
| **Grammar/Sentence patterns:** | **What is 1+5?It’s 6What 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, etcAsk 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 celebritiesEnjoy and entertain the characterEnrich 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:**CommunicationConnectionsCultureComparisonsCommunities | **Communication:** create dialogues  act the dialogues**Culture: Recognize Egyptian Elites and celebritiesEnjoy and entertain the character** |
| **Vocabulary:** |  My telephone number is….. .father-mother-sister-brotherteacher-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 birthAsk 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:**CommunicationConnectionsCultureComparisonsCommunities | **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-JuneI 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** |