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| **30 Day Unit Plan**  **School : John W. Lavelle Preparatory Charter**  **Teacher’s Name : Mohamed Eldwiny Grade Level : Intermediate** | | | |
| **Theme/Topic:** 1- Introduction to Arabic and Arab countries  2- Greetings  3- Introduce self  ( أ– ب – ت- ث – د- ذ – ج – ح – خ 4- Introduce self(Cont.) and Arabic Letters ( | | | |
| **Goals: By the end of this 30 day unit plan, Ss will be able to:**  1- Recognize the importance of studying Arabic.  2- Know more about Egypt and the Arabic countries.  3- Greet each other in Arabic.  4- Know the similarities and the differences in between America and the Arab world in greetings.  5- Know more about Arabic  6- Introduce themselves in Arabic.  7- Ask each other about their basic information.  8- Start reading words and simple sentences.  9- Identify and write the letters correctly. ( ( أ– ب – ت- ث – د- ذ – ج – ح – خ | | | |
| **Summative Performance Assessment:** | | | |
| **Interpretive**  (reading, listening, and/or viewing) | **Interpersonal**  (Speaking and/or writing) | | **Presentational**  (Speaking and/or writing) |
| - Ss listen to the Arabic greetings.  - Ss watch a clip of some people  greet each other in Arabic.  - Ss read the Arabic greetings in  Arabic.  - Ss listen to sentences about  introducing self and ask about  that.  - Ss watch a video of people  talking about themselves and  asking each other in Arabic.  - Ss read sentences in Arabic. | - Ss write about the importance of learning Arabic and know about the Arabic culture.  - Ss work in pairs to practice greet each other in Arabic and introduce themselves to each other.  - Ss follow the teachers writing the Arabic alphabet. | | - Ss talk about the importance of learning Arabic.  - In pairs, Ss come to the board and start a conversation in Arabic greeting each other and introducing themselves by asking each other about their basic information.  - Ss present culturally how people greet each other in Arabic.  - Ss write the Arabic Alphabet by themselves correctly. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:** | | -jjjkkj  - Ss can write about the importance of learning Arabic.  - Ss can greet each other in Arabic. | |
| **Formative Assessment Tasks:** | | - Teacher observation about how students work.  - Presentations in pairs of greeting each other. | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | | ***Communication: Students will:***  - Greet others in familiar words and vocabulary they have learned  ***Culture: Students will***  Use culturally manner and practice for greeting each other.  ***Comparisons:***  Students will compare their culture to the Arab culture . | |
| **Vocabulary:** | | =- hh  - Hello – Welcome – Peace be upon you    ***مرحبا - أهلاً و سهلاً - السلام عليكم*** | |
| **Grammar/Sentence patterns:** | | ***- مرحبا. أنا اسمى ....***  h | |
| **Materials Needed:** | | Power point presentation - Handouts  Video - A song | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:** | | - Ss can greet each other in Arabic with all the Arabic greetings.  - Ss can read the words of the Arabic greetings. | |
| **Formative Assessment Tasks:** | | - Presentations in pairs of greeting each other.  - Flyswatter Game for the reading the Arabic greetings.  - A quiz about matching greetings. | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | | ***Communication:***  - Greet others in familiar words and vocabulary.  ***Connections:***  - Students will learn the location of Egypt and the other 22 Arab countries.  ***Comparisons:***  - Students will compare their writing system to the Arabic writing system. | |
| **Vocabulary:** | | Hello – Welcome – Peace be upon you –  Good morning – Good evening – Good bye.  ***مرحبا - أهلاً و سهلاً - السلام عليكم***  ***صباح الخير - مساء الخير - مع السلامة*** | |
| **Grammar/Sentence patterns:** | | ***ما اسمكً؟ - ما اسمكِ؟***  ***أنا اسمى .....*** | |
| **Materials Needed:** | | Power point presentation - Handouts  Videos – A song | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:** | | - Ss can introduce themselves in Arabic.  - Ss can start a conversation asking each other about their basic information.  - Ss can read simple sentences in Arabic. | |
| **Formative Assessment Tasks:** | | - Presentations in pairs of students introducing each other asking questions about the basic information.  - Form Sentence Game. | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | | ***Students will :***  ***Communication:***  - Introduce themselves in Arabic.  - Start a conversation asking each other about their basic information.  ***Comparisons:***  - Students will compare their reading system to the Arabic reading system.  ***Communities:***  - Students can start a conversation with Arabs in the community. | |
| **Vocabulary:** | | good - age – fifteen – year – America - Egypt  بخير – عمر – خمسة عشر – عام – أمريكا - مصر | |
| **Grammar/Sentence patterns:** | | ***كيف حالك ؟ - أنا بخير.***  ***كم عمرك ؟ - أنا عمرى خمسة عشر عام.***  ***من أين أنت ؟ - أنا من أمريكا.*** | |
| **Materials Needed:** | | Power point presentation - Handouts  Videos – Songs - Pictures | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:** | | - Ss can introduce themselves in Arabic.  - Ss can start a conversation asking each other about their basic information.  - Ss can read simple sentences in Arabic.  - Ss can write the letters (أ– ب – ت- ث – د- ذ – ج – ح –خ | |
| **Formative Assessment Tasks:** | | - Presentations in pairs of students introducing each other asking questions about the basic information.  - Presentations about Arabic countries.  - Form Sentence Game. | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | | ***Students will :***  ***Communication:***  - Introduce themselves in Arabic.  - Complete conversations asking each other about their basic information.  ***Comparisons:***  - Students will compare Arab countries with each other.  ***Communities:***  - Students can start a conversation with Arabs in the community. | |
| **Vocabulary:** | | live – island – state – student – school | |
| **Grammar/Sentence patterns:** | | ***- أين تسكن؟ - أنا أسكن فى جزيرة ستاتن فى***  ***ولاية نيويورك.***  ***ماذا تعمل ؟ - أنا طالب فى مدرسة لافل.***   * ***أنا طالبة فى مدرسة لافل.*** | |
| **Materials Needed:** | | Power point presentation - Handouts  Videos – Songs – Pictures. | |