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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:**CommunicationConnectionsCultureComparisonsCommunities | ***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 - HandoutsVideo - 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:**CommunicationConnectionsCultureComparisonsCommunities | ***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 - HandoutsVideos – 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:**CommunicationConnectionsCultureComparisonsCommunities | ***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 - HandoutsVideos – 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:**CommunicationConnectionsCultureComparisonsCommunities | ***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.***
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| **Materials Needed:** | Power point presentation - HandoutsVideos – Songs – Pictures. |