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| **30 Day Unit Plan****School: Ashford School****Teacher’s Name: Mona Ghareeb Grade Level: 6-7-8** |
| **Theme/Topic:** 1. Greeting
2. Colors
3. Numbers
4. Arabic letters and some words related to the letters (آ-ب-ت-خ-م-ل-د-ن (
5. Introduction to the family members.

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| **Goals: By the end of this 30 day unit plan, Ss will be able to:**1. Greet each other in Arabic.
2. Introduce themselves in Arabic.
3. Ask each other about their basic information.
4. Start reading some words.
5. Identify and write the letters correctly. آ-ب-ت-خ-م-ل-د-ن)
6. Identify and write their names in hieroglyphics.
7. Read and write numbers in Arabic from 1-10
8. Ask and answer questions about their favorite colors.
9. **Discern some of the family members.**
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| **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 watch videos about colors and numbers.- Ss read some Arabic letters and some words. | - Ss write some words in Arabic.- 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 write their names in hieroglyphics. | - 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 speak about their family members and state how many members in their family.- Ss write the Arabic Alphabet by themselves correctly. |
| **Week 1** |
| **Weekly Can-Dos for Students:** | - Ss can greet each other in Arabic.-Ss introduce themselves and start a conversation in Arabic with their colleagues. |
| **Formative Assessment Tasks:** | Students work in pairs and greet each other in Arabic. |
| **Standards:*** Communication
* Connections
* Culture
* Comparisons
* Communities
 | ***Communication: Students will:**** Greet others in familiar words and use vocabulary they have learned.

***Culture: Students will*** * Discern how Egyptian greet each other by shaking hands.

***Comparisons:***Students will compare how to greet each other in their culture to the Arab culture. |
| **Vocabulary:** | - Hello – Welcome – Peace be upon you- good morning- how are you ?- I am ……….-what is your name? my name is…………  ***مرحبا - أهلاً و سهلاً - السلام عليكم- صباح الخير – صباح النور- كيف الحال؟ - انا ........... – ما اسمك؟ اسمي .......***  |
| **Grammar/Sentence patterns:** |  ***ما اسمك ؟*** ***انا اسمي ............******كيف حالك ؟******انا بخير*** h |
| **Materials Needed:** | Power point presentation - A song- magical box |
| **Week 2** |
| **Weekly Can-Dos for Students:**  | - Ss can greet each other and introduce themselves in Arabic.- Ss can state some words such as good morning- good night- good evening- good- sad-happy in Arabic.- Ss can count numbers from 1 to 10 in Arabic. |
| **Formative Assessment Tasks:** | - Presentations in pairs of greeting each other.- snake and ladder game - bamboozle game- Quizziz |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | ***Communication:***- Greet others in Arabic.***Comparisons:***- Students will compare their writing system to the Arabic writing system when they write the Arabic numbers. |
| **Vocabulary:** |  Hello – Welcome – Peace be upon you –  Good morning – Good evening – Goodbye- good night-happy- sad-goodNumbers from 1 to 10 ***مرحبا - أهلاً و سهلاً - السلام عليكم*** ***صباح الخير - مساء الخير - مع السلامة******ليله سعيده***  |
| **Grammar/Sentence patterns:** | ***ما اسمكً؟ - ما اسمكِ؟******أنا اسمى .....******انا سعيد-انا سعيده***  |
| **Materials Needed:** | Power point presentation – Handouts- snake and ladder template.Videos – A song |
| **Week 3** |
| **Weekly Can-Dos for Students:** | - Ss can introduce themselves in Arabic.- Ss can state colors in Arabic.- Ss ask and answer questions in Arabic.- Students can write their names in hieroglyphics. - Ss can write the letters (أ– ب – م- ن – د- ت- ر –خ |
| **Formative Assessment Tasks:** | - Oral assessment: students will work in pairs, ask each other questions and state the answer in Arabic. |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | ***Students will:******Communication:*** - Introduce themselves in Arabic.- asking questions such as what is your favorite color? Do you like red? What is this color?***Culture:***- Ss will discern the story of the hieroglyphics letters and write their names in hieroglyphics. |
| **Vocabulary:** |  Red- green – blue-yellow- black-white-orange- pink -purple |
| **Grammar/Sentence patterns:** | ***انا احب الأحمر.******هذا احمر.*** |
| **Materials Needed:** | Power point presentation – HandoutsVideos – Songs – Pictures- bamboozle game- colors |
| **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 say some family members in Arabic. |
| **Formative Assessment Tasks:** |  Quizziz Gimkit  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | ***Students will :******Communication:*** - Introduce themselves in Arabic.- Complete conversations asking each other about their basic information.***Comparisons:***- Students will compare heir family members  |
| **Vocabulary:** |  Father – mother – sister- brother – grandmother -grandfather |
| **Grammar/Sentence patterns:** |  ***هذا ابي.******هذه امي.*** |
| **Materials Needed:** | Power point presentation – HandoutsVideos – Pictures- family tree- songs – colors. |