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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. | | | |
| **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.** | | | |
| **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:**  Communication  Connections  Culture  Comparisons  Communities | | ***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-good  Numbers 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:**  Communication  Connections  Culture  Comparisons  Communities | | ***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 – Handouts  Videos – 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:**  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 heir family members | |
| **Vocabulary:** | | Father – mother – sister- brother – grandmother -grandfather | |
| **Grammar/Sentence patterns:** | | ***هذا ابي.***  ***هذه امي.*** | |
| **Materials Needed:** | | Power point presentation – Handouts  Videos – Pictures- family tree- songs – colors. | |