## 30 Day Unit Plan

Host school representatives and exchange teachers are encouraged to work together to complete the following section:

## **Unit Plan**

Theme/Topic: Arabic letters' (initial/medial/final) shapes, Classroom objects, First person possessive pronouns, demonstratives (هذا هذه), location and prepositions

Goals (What should students know & be able to do by the end of the unit?):

- -Identifying/spelling classroom objects
- -Identifying objects using demonstratives
- Identifying objects using possessive adjectives
  -Ask About the position of different objects
  -Tell the position of objects using prepositions

## Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication

Interpretive (reading, listening, and/or viewing)	Interpersonal (Speaking and/or writing)	Presentational (Speaking and/or writing)
*Ss Listen to and read Dialogues illustrating real-life situations where people practice the aforementioned linguistic functions. *SS watch and listen to a skit summarizing the vocabulary, expressions and grammar learned throughout the week.	*Ss use the model dialogues to craft and perform their own exchanges using the expressions and newly acquired vocabulary and grammatical structures.	Ss record/dub skits where they display their mastery of the expressions, vocabulary, and grammatical expressions learned throughout the week.

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WCCK 1		
Weekly Can-Dos for Students: (at least 1 & no more than 3)	- Ss can recognize Arabic letters' (initial/medial/final) positions and sounds	
Formative Assessment Tasks:	<ul> <li>T's observation</li> <li>Hands-on composition practice with Cutout</li> <li>Interactive activities with Kahoot, blooket, bamboozle, quizlet, quizziz, wordwall</li> </ul>	
Standards: Communication Connections Culture Comparisons Communities	<ul> <li>Communication: Ss work in groups to recognize, spell and utter the Arabic sounds</li> <li>Culture: Ss trace some Calligraphy artwork and enjoy the beauty of Arabic script.</li> </ul>	
Vocabulary:	- Letters / initial / medial / final positions / Calligraphy /	
Grammar/Sentence patterns: (write these in the target language)	N/A	
Materials Needed:	Paper cutouts Scissors Poster paper Markers Whiteboard Overhead data projector	

	Week 2	
Weekly Can-Dos for Students: (at least 1 & no more than 3)	- Ss can ask about and recognize/ spell/utter classroom objec - Ss can recognize masculine / feminine words in Arabic throt - Ss can use classroom objects with demonstratives هذا هذه ع	ة ــة ugh
Formative Assessment Tasks:	-T's observation -Ss performance with the personalized role plays"Matching" "Unscrambling" exercises with Wordwall, Blooket, Kahoo -"gallery walk" -"Board race" -"Flyswatters"	tetc
Standards: Communication Connections Culture Comparisons	-Communication: Ss get to interact with each other taking turns to as questions about classroom objects.  -Culture: Ss get acquainted with the process of gendering names in A	·
Vocabulary:	اقلام ملونة وras ممحاة مبراة مقلمة مبراة مقلمة مبورة سوداء سبورة سوداء سبورة ببيضاء سبورة ببيضاء فرجار الله حاسبة فرجار شريط لاصق غراء فاموس مثبت الورق / مشبك واجب منزلي	book كتاب pen قلم pencil colored pencils er / gum / rubber pencil sharpener pencil case ورقة paper مسطرة scissors notebook blackboard whiteboard مسحة calculator
Grammar/Sentence		

nattorne	ما هذا؟
patterns:	ما هذه ؟
	كتاب كتابي
	محفظة محفظتي
	Chrome books/Google classroom/Slides
	Overhead data projector Cards/pictures
	Worksheets/binders
Materials Needed:	Board Magnets
	Flyswatters
	Premium accounts (Wordwall - Blooket - Quizlet - Kahoot)
	N/2 - 1- 0
Weekly Can-Dos for	Week 3
Students:	Ss can ask/talk about objects' locations with prepositions
(at least 1 & no more than 3)	So can activate access objects include that propositions
<u> </u>	
	-T's observation
	-1's observation -Ss performance with the personalized role plays.
	-"Matching" "Unscrambling" exercises with Wordwall, Blooket, Kahoot …etc
Formative Assessment	-"gallery walk"
Tasks:	-"Board race"
	-"Flyswatters"
Standards:	-Communication: Ss get to interact with each other taking turns to ask and respond to
Communication Connections	questions about objects' location.
Culture	
Comparisons	
Communities	
	أمام
	خلف
	بين
	قرب ا
Vocabulary:	علی ا
-	بمین ا
	يسار
Grammar/Sentence	the definite article ال للتعريف
patterns:	
	Chrome books/Google classroom/Slides
	Overhead data projector
	Cards/pictures
Materials Needed:	Worksheets/binders  Roard Magnets
	Board Magnets Flyswatters
	Premium accounts (Wordwall - Blooket - Quizlet - Kahoot)
	Week 4
Weekly Can-Dos for	THOU T
Students:	
(at least 1 & no more than 3)	

Reference pg. 24-36	-Ss can practice the acquired vocabulary, grammar, expressions in a skit simulating a real-life interaction
Formative Assessment Tasks:	-T's observation -Ss performance with the personalized role-plays Recording of students interacting
Standards: Communication Connections Culture Comparisons Communities	-Communication: Ss get to interact with each other taking turns to ask and respond to questions about classroom objects.  -Comparisons: Ss get to compare and contrast their work for more accuracy.
Vocabulary:	Classroom objects prepositions
Grammar/Sentence patterns:	Possessives Demonstratives Gendering of nouns Definite articles
Materials Needed:	Chrome books/Google classroom/Slides Overhead data projector Cards/pictures Worksheets/binders Board Magnets Flyswatters Premium accounts (Wordwall - Blooket - Quizlet - Kahoot)