

## 30 Day Unit Plan

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

Unit Plan		
<b>Theme/Topic:</b> Family members, adjectives for personality traits and appearance, countries, nationalities, Native languages.		
<b>Goals</b> ( <i>What should students know &amp; be able to do by the end of the unit?</i> ):		
<ul style="list-style-type: none"> <li>-Asking/Talking about countries of origin and native languages</li> <li>-Asking/Talking about family members</li> <li>-Using demonstratives and third person possessive pronouns</li> <li>-Using adjectives for personality traits and appearance</li> </ul>		
<b>Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication</b>		
<b>Interpretive</b> (reading, listening, and/or viewing)	<b>Interpersonal</b> (Speaking and/or writing)	<b>Presentational</b> (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.
Week 1		
<b>Weekly Can-Dos for Students:</b> (at least 1 & no more than 3)	- Ss can ask and talk about their nationalities, Countries and native languages	
<b>Formative Assessment Tasks:</b>	-T's observation -Ss performance with the personalized role plays. -"Matching" "Unscrambling" exercises with Wordwall, Blooket, Kahoot ...etc -"gallery walk" -"inside/outside circle" -"Board race" -"Flyswatters"	
<b>Standards:</b> Communication Connections Culture Comparisons Communities	- Communication: Ss work in pairs to spell and utter the acquired vocabulary - Culture: SS get to talk about, nationalities, native languages and countries - Communities: SS get acquainted with each other's nationalities and create connections	
<b>Vocabulary:</b>	- Nationalities, Countries and native languages	
<b>Grammar/Sentence patterns:</b> ( <i>write these in the target language</i> )	من أين أنت؟ أنا من .... أنا ..... هل تتحدث .....؟	
<b>Materials Needed:</b>	Chromebooks Worksheets Scissors Poster paper Markers Whiteboard	

	Overhead data projector Premium accounts for different digital platforms
<b>Week 2</b>	
<b>Weekly Can-Dos for Students:</b> <i>(at least 1 &amp; no more than 3)</i>	- Ss can recognize, ask and talk about family members
<b>Formative Assessment Tasks:</b>	-T's observation -Ss performance with the personalized role plays. -"Matching" "Unscrambling" exercises with Wordwall, Blooket, Kahoot ...etc -"gallery walk" -"inside/outside circle" -"Board race" -"Flyswatters"
<b>Standards:</b> Communication Connections Culture Comparisons Communities	- Communication: Ss work in groups to recognize, spell and utter the acquired vocabulary - Culture: SS get to talk about, family members and pets as members of the family - Communities: SS get acquainted with each other's' relatives and create connections
<b>Vocabulary:</b>	- Family members
<b>Grammar/Sentence patterns:</b>	من هذا؟ من هذه؟ إسمه إسمها أبي، أمي، أخي، أختي ...
<b>Materials Needed:</b>	Chromebooks Worksheets Scissors Poster paper Markers Whiteboard Overhead data projector Premium accounts for different digital platforms
<b>Week 3</b>	
<b>Weekly Can-Dos for Students:</b> <i>(at least 1 &amp; no more than 3)</i>	Ss can describe their relatives using adjectives for personality traits and appearance
<b>Formative Assessment Tasks:</b>	-T's observation -Ss performance with the personalized role plays. -"Matching" "Unscrambling" exercises with Wordwall, Blooket, Kahoot ...etc -"gallery walk" -"inside/outside circle" -"Board race" -"Flyswatters"
<b>Standards:</b> Communication Connections Culture Comparisons Communities	- Communication: Ss work in groups to recognize, spell and utter the acquired vocabulary - Culture: SS get to describe family members and pets as members of the family - Communities: SS get acquainted with each other's' relatives and create connections
<b>Vocabulary:</b>	

	Adjectives of personality traits / appearance
<b>Grammar/Sentence patterns:</b>	Gendering the adjectives: EX متحمس متحمسة طويل طويلة
<b>Materials Needed:</b>	Chromebooks Worksheets Scissors Poster paper Markers Whiteboard Overhead data projector Premium accounts for different digital platforms
<b>Week 4</b>	
<b>Weekly Can-Dos for Students:</b> (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
<b>Formative Assessment Tasks:</b>	-T's observation -Ss performance with the personalized role-plays. - Recording students interacting
<b>Standards:</b> Communication Connections Culture Comparisons Communities	-Communication: Ss get to interact with each other taking turns to ask and respond to questions about nationalities, countries, and relatives.  -Comparisons: Ss get to compare and contrast their work for more accuracy.
<b>Vocabulary:</b>	Family members, adjectives for personality traits and appearance, countries, nationalities, Native languages.
<b>Grammar/Sentence patterns:</b>	<p>من أين أنت؟ أنا من .... أنا ..... هل تتحدثت .....؟</p> <p>من هذا؟ من هذه؟ إسمه إسمها أبي, أمي, أخي, أختي ...</p> <p>Gendering the adjectives Ex: متحمس متحمسة طويل طويلة</p>
<b>Materials Needed:</b>	Chromebooks Worksheets Scissors Poster paper Markers Whiteboard Overhead data projector Premium accounts for different digital platforms

