

30 Day Unit Plan

Theme/Topic: Introduction Arabic and the Middle Eastern Culture

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

1. Students will be able to understand the importance of Arabic.
2. Compare between the students' background about Egypt and the facts.
3. Greet each other using different ways.
4. Use colors to describe objects.
5. Count from 1-20.
6. Identify, read and write the first 5 letters of the Arabic Alphabet.

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

Reference pg. 18-23

Interpretive
(reading, listening, and/or viewing)

Interpersonal
(Speaking and/or writing)

Presentational
(Speaking and/or writing)

1. Students listen to different songs about letters, numbers and colors.
2. Students watch short movies about Egypt and other middle eastern countries.

1. Students speak about the differences they can see between Egypt and the USA.
2. Students introduce themselves using Arabic.

1. Students write four sentences using Arabic.

Week 1

Weekly Can-Dos for Students:
(at least 1 & no more than 3)
Reference pg. 24-36

Students will be able to say their name and greet each other using different ways of greetings.

Formative Assessment Tasks:

Observation /group juggle/pair work

Standards:
Communication
Connections
Culture
Comparisons
Communities

Students communicate with each other using Arabic, greeting each other and introducing themselves.
Students are introduced to modern Egypt.
Students can compare Egypt major cities and the USA major cities.

Vocabulary:

El salamou Alakou, Wa elaykom Elsalam, Sabah el khair, Masaa El khair, Maa El salama

Grammar/Sentence patterns:
(write these in the target language)

اسمي
كيف حالك؟

Materials Needed:

White board, smart board, ball, colors

Week 2

Weekly Can-Dos for Students:
(at least 1 & no more than 3)
Reference pg. 24-36

Count up to twenty in Arabic.

Write the numbers in Arabic

Say the colors in Arabic

Formative Assessment Tasks:

pair work, observation, games

Standards: Communication Connections Culture Comparisons Communities	Students can ask about the colors of objects and answer using the colors in Arabic. Students identify the Egyptian flag and its colors Students compare between the Egyptian and American flags in colors.
Vocabulary:	Colors, numbers
Grammar/Sentence patterns:	م لون هذا؟ هذا ابيض. هذه بيضاء
Materials Needed:	White board,ppt,real objects,colors
Week 3	
Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i> Reference pg. 24-36	Say and write the first 5 letters of the Arabic Alphabet.
Formative Assessment Tasks:	Observation, written work, reading, pair work
Standards: Communication Connections Culture Comparisons Communities	Students ask and answer questions about their age, school and grade Students get to know about the Egyptian celebration (6 th of October) Students try to find similar celebration in America
Vocabulary:	School, age, grade, more colors, where, which
Grammar/Sentence patterns:	انا في مدرسة..... انا في الصف..... انا اسكن في..... انا من أمريكا.
Materials Needed:	White board,ppt,songs,coloring pencils
Week 4	
Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i> Reference pg. 24-36	Students will be able to say and write the first 10 letters of the Arabic Alphabet.
Formative Assessment Tasks:	games, pair work,group work,wriiten work
Standards: Communication Connections Culture Comparisons Communities	Students will be able to have a full conversation with each other using the language taught before. Students can compare between the letters in Arabic and English. Students will know the different dressing codes in Egypt and other Middle Eastern countries.

Vocabulary:	Revision on what has been taught throughout the previous weeks.
Grammar/Sentence patterns:	Revision on the previous structures taught before.
Materials Needed:	Boards,coloring pencils,ppt,songs

