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| **30 Day Unit Plan****November** |
| **Theme/Topic:** My favorite people !This unit is about : Talking about one’s family / Talking about one’s favorite people / expressing likes/dislikes ( new expressions) |
| **Goals** **By the end of this Unit my students should be able to** * *use appropriate expressions to introduce their family members in Arabic*
* *Asking and answering questions about their family members in Arabic*
* *Say the new words for family members correctly*
* *Introduce / talk about their favorite people in Arabic*
* *Express likes and dislikes using new expressions*
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| **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) |
| **Watch /Listen to Greetings expressions/ family members in Arabic and match them with the appropriate pictures.** **Point to the family members while viewing a video / flashcards** **Listen to a short conversation and recognize expressions about likes/likes** |  **Students ask and answer questions using new greetings questions /answers****Students ask and answer questions about their family members/ favorite people.****Students ask and answer questions about their favorites** | **Students record themselves using phone apps / online apps****Students make posters about their family tree****Students write short words of Greetings/family members****Students** **Students make a short Project about their likes and dislikes /video** |
| **Week 1** |
| **Weekly Can-Dos for Students:** |  Talk about family members ‘names/age /nationality using new expressions |
| **Formative Assessment Tasks:** |  Questioning : students will ask each other questions via a variety of activities |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  Communication : students will engage in real life like conversations about their family membersCulture: students gain knowledge of how to introduce a person in Morocco and other Arab countriesComparisons: students compare different forms used in both Morocco and the U.SCommunities : students use different forms outside classroom ( inviting parents speaking Arabic ): |
| **Vocabulary:** |  My father , My mother , my brother, my sister , my aunt , my uncle |
| **Grammar/Sentence patterns:***(write these in the target language)* | l What is your father’s name ? His name is….. What is your mother’s name ? Her name is ……..  What is your brother’s name ? His name is ….  What is your sister’s name ? Her name’s ………. How old is your………… ? S/he is ………(age) Where is he from from ? S/He is ……( city , country) |
| **Materials Needed:** | A ball , colorful cups , posters, drawing papers ,chrome books |
| **Week 2** |
| **Weekly Can-Dos for Students** |  Students talk about their family members ( mother , father , brother , sister etc) Students talk about their favorite people   |
| **Formative Assessment Tasks:** |  Students show/point to the photos when they hear the family membersStud Students use the family members in simple sentences Students talk about their favorite people using new expressions  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | CCommunication : students introduce their family members / favorite peopleCulture : students appreciate family values in Morocco Comparisons : students Compare families in both the US and Morocco |
| **Vocabulary:** |  Family members / 5 more nationalities |
| **Grammar/Sentence patterns:** | That is my mother/father…F (THIS/That M/F)This is my mother/father …M Who is …? What …? |
| **Materials Needed:** |  Data show /Drawing papers / chrome books/ worksheet |
| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | Revision of the previously taught words/structuresStudents use and say new simple structures to talk about their family membersand their favorite people. |
| **Formative Assessment Tasks:** |   Do online tasksMake posters about their family / favorite people  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  Communication: students express themselves  Ask each other more questions about themselves using the new structuresCo Comparison : students compare and recognize the level of formality and informality in both the US and Morocco |
| **Vocabulary:** |  Uncle , aunt, cousin F cousin M |
| **Grammar/Sentence patterns:** |  What is your father’s name ….? Etc  What is your favorite person’s name ? |
| **Materials Needed:** | Chrome books , photos of students |
| **Week 4** |
| **Weekly Can-Dos for Students:** |  Can express like and dislike using new expressionsCan ask questions about like and dislikes using new expressions  |
| **Formative Assessment Tasks:** |   Watch a short video and answer questions about like and dislikes |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |   Communication : students engage in short conversations about their like and dislikes using new structures Communities : students join pairs with similar interests |
| **Vocabulary:** |  Sports /Leisure activities |
| **Grammar/Sentence patterns:** |  What is your ….name? what is her name ? what is his name   |
| **Materials Needed:** | Chrome books ,students’ photos , worksheets |