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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* | | | |
| **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:**  Communication  Connections  Culture  Comparisons  Communities | Communication : students will engage in real life like conversations about their family members  Culture: students gain knowledge of how to introduce a person in Morocco and other Arab countries  Comparisons: students compare different forms used in both Morocco and the U.S  Communities : 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 members  Stud Students use the family members in simple sentences  Students talk about their favorite people using new expressions | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | C  Communication : students introduce their family members / favorite people  Culture : 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/structures  Students use and say new simple structures to talk about their family members  and their favorite people. | | |
| **Formative Assessment Tasks:** | Do online tasks  Make posters about their family / favorite people | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: students express themselves  Ask each other more questions about themselves using the new structures  Co 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 expressions  Can ask questions about like and dislikes using new expressions | | |
| **Formative Assessment Tasks:** | Watch a short video and answer questions about like and dislikes | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | 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 | | |