|  |  |  |  |
| --- | --- | --- | --- |
| **30 Day Unit Plan ( 2nd grade Arabic immersion )** | | | |
| **Theme/Topic:** “Whose School” short story | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  Know the names of classroom tools  Discriminate between short vowels “ fatHa, kasra, damaa, skoon”  Know the difference between verb, noun and preposition  Practice vocabulary for family members, jobs and seasons | | | |
| **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) |
| **Read a short story and skim thru it** | | **Respond to questions to form short conversation** | **Speak about his experience thru a comparison between their school and the school in the story** |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | Read a letter with short vowels” fatHa, dama,kasra”  Identify words already studied before  Ask and answer questions about school supplies | | |
| **Formative Assessment Tasks:** | Color the first page of the story  Talk about what is happening in the picture  Revise the pledge | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Speak about supplies they brought  Compare about this school and their school  Connect the scene of the story to their own school | | |
| **Vocabulary:** | School supplies vocabulary | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | FatHa, Dama, Kasra, Shadda | | |
| **Materials Needed:** | Printed text  Flash cards  colors | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Ss can identify different parts of speech: verb, noun, preposition  Ss can speak about their family members  Ss can ask and answer questions | | |
| **Formative Assessment Tasks:** | Jig-Saw activity to match the word with the its type of speech  Students group the words in page 2 according to certain criteria : group activity | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Students compare what mother did at the gate of the school and what happens to them  Students get into agreement towards tasks related to skills  Students connect the photo of school bus to their experience | | |
| **Vocabulary:** | Family members | | |
| **Grammar/Sentence patterns:** | Wada’aa , Intalaka, Salama are verbs  enda, alaa, fi are prepostions  madrasa, fena’a, fatema are nouns | | |
| **Materials Needed:** | Jig-saw papers  Blank paper for the grouping activity | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Ss can speak about family members’ jobs  Ss can form sentences | | |
| **Formative Assessment Tasks:** | Students match pictures with jobs  Students draw a job they like | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Students work in groups to draw a certain job and come to the stage to speak about  Students recognize the importance of friendship | | |
| **Vocabulary:** | Jobs and careers | | |
| **Grammar/Sentence patterns:** | Form a simple sentence  Wagada Noor asHabaho | | |
| **Materials Needed:** | Flash cards of jobs  Blank papers and crayons | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Ss can speak about seasons of the year  Ss can answer questions about the weather in Baltimore | | |
| **Formative Assessment Tasks:** | Presentation about weather and students say which season it is.  Arranging months according to temperature activity | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Students connect the scene of the story to the weather around them  Students compare what happens to plants in the story to the ones already found in Baltimore  Students speak about cloths for different seasons | | |
| **Vocabulary:** | Weather and temperature | | |
| **Grammar/Sentence patterns:** | Revise grammar presented in the unit | | |
| **Materials Needed:** | Printed text of the story  Flash cards | | |

**Sample 30 Day Unit Plan:** French, Novice-Mid High

|  |  |  |  |
| --- | --- | --- | --- |
| **30 Day Unit Plan** | | | |
| **Theme/Topic:** A Well-Balanced Lifestyle | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   * Describe their daily schedule * Ask and answer questions about daily routines * Compare lifestyle routines * Express frequency saying when and how often they do certain things * Express opinions about daily activities, schedules * Make suggestions about ways to be healthy | | | |
| **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) |
| * SS will read a blog written by a French teenager where he discusses his activities and compare with popular activities in the U.S. * SS will watch a commercial for a product that promises to make life less stressful and analyze the effectiveness of the message | | * SS will survey at least 5 classmates on activities that they do during the week. Make a graph that shows the most popular activities. | * SS will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers; share with another French class. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Describe their daily schedule * Ask and answer questions about daily routines | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRS * Flyswatter game with new vocabulary * Teacher observation as students survey one another about daily activities | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS write questions and interview classmates about activities that they do during the week. * Culture: SS discuss the importance of cafés to French teenagers | | |
| **Vocabulary:** | * Review: Days of the week, school subjects * Vocabulary Focus: sports, activities | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * (*le*) *lundi*… (on Mondays) * qui, que, quoi, quel, quelle, quels, quelles (interrogative pronouns and adjectives) | | |
| **Materials Needed:** | * Textbook Ch. 6 * Blog post from a French teenager * Teacher-made flashcards | | |