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**30 Day Unit Plan, September 2022**

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| **Unit Plan** | | |
| **Theme/Topic:** Getting to Know My Surroundings | | |
| **Goals:**  *In this unit, students should know & be able to***:**   * Greet classmates or others and ask for their names in Arabic. * Understand a short dialogue about greetings and introductions. * Introduce their full names. * Recognize the numbers. * Introduce their family. * Identify and say the colors. * Make their own dialogue * Identify different types of Moroccan Music * Identify different types of Arab clothes. * Make Moroccan Tea. | | |
| **Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication** | | |
| **Interpretive**  (reading, listening, and/or viewing) | **Interpersonal**  (Speaking and/or writing) | **Presentational**  (Speaking and/or writing) |
| Ss watch the PPT to say the greetings in Arabic  Ss read the greetings  Ss read the numbers/colors  Ss distinguish different colors | Ss greets each other  Ss ask other Ss’ names  Ss will survey others’ information  Ss ask about others’ phone numbers | Ss greets others in Mandarin  Ss write down the numbers in Arabic  Ss can introduce themselves with basic information  Ss can answer questions such as what is your name and where are from |
| **Week 1** | | |
| **Weekly Can-Dos for Students:** | * Know how to greet classmates or others and ask for others’ names in Arabic * Understand a short dialogue about greetings | |
| **Formative Assessment Tasks:** | Ss can greet and introduce themselves in Arabic.  SS can recognize some Arab countries and where they are located on the map. | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Ss greet each other  Culture: Ss make Moroccan Mint tea.  Comparisons: Ss can identify the Arabic script.  Communities: Students will learn how to pour and serve tea in the Moroccan way. | |
| **Vocabulary:** | Greetings/ Vocabulary related to tea | |
| **Grammar/Sentence patterns:** | آنا... / اسمي ...  هذا... / هذه...  آنا من فيرمونت / آنا أسكن في...  دولة / ولاية / مدينة / قرية | |
| **Materials Needed:** | PPT/number cards/ Color Cards / computer/ tea utensils | |
| **Week 2** | | |
| **Weekly Can-Dos for Students:** | Identify one’s name  Express one’s age and where they live  Recognize and tell their phone numbers | |
| **Formative Assessment Tasks:** | Ss can say others’ name  Ss can say their age  Ss can say the serial numbers | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Ss can introduce themselves with names, age, and phone number  Connections: Ss can use numbers to play cards | |
| **Vocabulary:** | numbers/ playing cards/ telephone | |
| **Grammar/Sentence patterns:** | ما رقم هاتفك؟ رقم هاتفي...  ما عمرك | |
| **Materials Needed:** | PPT/ cards/worksheet | |
| **Week 3** | | |
| **Weekly Can-Dos for Students:** | * Identify the colors. * Tell how many colors they see and which is their favorite. * Can use Moroccan Money | |
| **Formative Assessment Tasks:** | Ss can say the number of the family members  Ss can recognize the color | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication:  Comparisons: Ss can compare the colors of their clothes. | |
| **Vocabulary:** | colors/ money / music vocabulary | |
| **Grammar/Sentence patterns:** | ما هذا اللون؟ لون ... (لون أحمر/ لون رمادي....)  لون: ألوان | |
| **Materials Needed:** | PPT/ worksheet | |
| **Week 4** | | |
| **Weekly Can-Dos for Students:** | * Talk about their family members * Build and Present the family tree to the whole class. * Recognize and pronounce some Arabic letters. | |
| **Formative Assessment Tasks:** | Ss should recognize the different family members.  Ss should pronounce the letters in Arabi9c in the correct way. | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Ss can talk about their different family members.  Culture: Ss recognize the difference between families in the Arab World and the ones in the US. | |
| **Vocabulary:** | Family/ members / letters / this / I have.. | |
| **Grammar/Sentence patterns:** | عائلتي تتكون من ...أفراد  هذا... / هذه... | |
| **Materials Needed:** | PPT/ worksheet/ speakers / cards / | |