

## 30 Day Unit Plan

**Theme/Topic:** People and their Life  
This Unit is about Family members, jobs and likes and dislikes

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

by the end of the unit, students should be able to:

- **Say the words for family members**
- **Recognize the spoken form of the words for family members**
- **Say and recognize the words for jobs**
- **Introduce their family members and their jobs**
- **Talk about family members' likes and dislikes**

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

*Reference pg. 18-23*

<b>Interpretive</b> (reading, listening, and/or viewing)	<b>Interpersonal</b> (Speaking and/or writing)	<b>Presentational</b> (Speaking and/or writing)
<p><b>Students listen to isolated words of family members and point tick the right picture corresponding to the word.</b> <b>SS see someone miming a job / activity and say it</b></p>	<p><b>Students ask and answer questions about their family members' jobs.</b> <b>Students ask and answer questions about what they do on the weekend</b></p>	<p><b>Students draw pictures of their families and use it to introduce the family member to classmates.</b> <b>SS write isolated words that refer to family members.</b> <b>SS write simple sentences about family members jobs.</b></p>

## Week 1

<p><b>Weekly Can-Dos for Students:</b> (at least 1 &amp; no more than 3) <i>Reference pg. 24-36</i></p>	<p>Say the words for family members (father / mother / brother / sister) Use them in simple sentences</p>
<p><b>Formative Assessment Tasks:</b></p>	<p>SS benchmark the right picture when they listen to the family vocabulary SS say the words when they see the picture</p>
<p><b>Standards:</b> Communication Connections Culture Comparisons Communities</p>	<p>Communication: SS introduce their families to one another Culture: SS appreciate family values in Egypt. Comparisons: SS compare family size and roles in Egypt and America.</p>
<p><b>Vocabulary:</b></p>	<p>Family members This and that (for male and female)</p>
<p><b>Grammar/Sentence patterns:</b> (<i>write these in the target language</i>)</p>	<p>This is my brother. This is my sister.</p>
<p><b>Materials Needed:</b></p>	<p>Power point Presentation Pictures of a family for each student</p>

## Week 2

<p><b>Weekly Can-Dos for Students:</b> (<i>at least 1 &amp; no more than 3</i>) <i>Reference pg. 24-36</i></p>	<p>Say more words for family members {male and female / paternal and maternal (Uncle / aunt ) Grandfather / grandmother} Revise (father / mother / brother / sister)  Use them in simple sentences</p>
<p><b>Formative Assessment Tasks:</b></p>	<p>Draw a picture of family and present family members to the class  Use a real family picture to introduce family members.</p>

<b>Standards:</b> Communication Connections  Culture Comparisons Communities	Communication: Introduce family members to one another Comparisons: Compare how Arabic gives different words to maternal and paternal Uncle /aunt to the one word for all (Uncle)
<b>Vocabulary:</b>	Uncle / Aunt (Paternal & Maternal) Grandfather / Grandmother
<b>Grammar/Sentence patterns:</b>	هذا عمي اسمه سام هذه خالتي اسمها كورنتي
<b>Materials Needed:</b>	Drawing Paper / Family pictures / color pens and pencils
<b>Week 3</b>	
<b>Weekly Can-Dos for Students:</b> <i>(at least 1 &amp; no more than 3)</i> Reference pg. 24-36	Can express likes and dislikes Can express negation
<b>Formative Assessment Tasks:</b>	Ss use a table with names, crosses and ticks to say what people like or dislike Ss listen to a text of people talking about likes and dislikes and answer yes /no questions.(orally or by holding a sign)
<b>Standards:</b> Communication Connections Culture Comparisons Communities	Communication: ss share their likes and dislikes with classmates Communities: they form groups with similar interests
<b>Vocabulary:</b>	Verbs for likes and dislikes Leisure activities
<b>Grammar/Sentence patterns:</b>	أخي سام لا يحب السياحة خالتي دانا تحب التسوق. انا أحب مشاهدة التلفاز.
<b>Materials Needed:</b>	Video of people talking about likes and dislikes Worksheet with a table that has people, activities, ticks and crosses( to express likes and dislikes)
<b>Week 4</b>	
<b>Weekly Can-Dos for Students:</b> <i>(at least 1 &amp; no more than 3)</i> Reference pg. 24-36	Can say the words for jobs and recognize them Can use the words for jobs in sentences.
<b>Formative Assessment Tasks:</b>	Ss see pictures of people wearing different jobs uniform and say the jobs. Ss listen to the words for jobs and point at a picture. Ss use a family tree to say the jobs of members of their extended family
<b>Standards:</b> Communication Connections Culture Comparisons Communities	Communication: Share information about families. Comparisons: Compare what is considered a good job in different cultures.
<b>Vocabulary:</b>	Words for jobs The verb "works"

<b>Grammar/Sentence patterns:</b>	أبي يعمل طبيباً خالي يعمل مهندساً
<b>Materials Needed:</b>	Pictures for different jobs Paper and color to draw family trees

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

30 Day Unit Plan		
<b>Theme/Topic:</b> A Well-Balanced Lifestyle		
<b>Goals</b> ( <i>What should students know &amp; be able to do by the end of the unit?</i> ):		
<ul style="list-style-type: none"> <li>Describe their daily schedule</li> <li>Ask and answer questions about daily routines</li> <li>Compare lifestyle routines</li> <li>Express frequency saying when and how often they do certain things</li> <li>Express opinions about daily activities, schedules</li> <li>Make suggestions about ways to be healthy</li> </ul>		
<b>Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication</b> <i>Reference pg. 18-23</i>		
<b>Interpretive</b> (reading, listening, and/or viewing)	<b>Interpersonal</b> (Speaking and/or writing)	<b>Presentational</b> (Speaking and/or writing)
<ul style="list-style-type: none"> <li>SS will read a blog written by a French teenager where he discusses his activities and compare with popular activities in the U.S.</li> <li>SS will watch a commercial for a product that promises to make life less stressful and analyze the effectiveness of the message</li> </ul>	<ul style="list-style-type: none"> <li>SS will survey at least 5 classmates on activities that they do during the week. Make a graph that shows the most popular activities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Week 1		
<b>Weekly Can-Dos for Students:</b> ( <i>at least 1 &amp; no more than 3</i> ) <i>Reference pg. 24-36</i>	<ul style="list-style-type: none"> <li>Describe their daily schedule</li> <li>Ask and answer questions about daily routines</li> </ul>	
<b>Formative Assessment Tasks:</b>	<ul style="list-style-type: none"> <li>Comprehension checks for TPRS</li> <li>Flyswatter game with new vocabulary</li> <li>Teacher observation as students survey one another about daily</li> </ul>	

	activities
<b>Standards:</b> Communication Connections Culture Comparisons Communities	<ul style="list-style-type: none"> <li>• Communication: SS write questions and interview classmates about activities that they do during the week.</li> <li>• Culture: SS discuss the importance of cafés to French teenagers</li> </ul>
<b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>• Review: Days of the week, school subjects</li> <li>• Vocabulary Focus: sports, activities</li> </ul>
<b>Grammar/Sentence patterns:</b> <i>(write these in the target language)</i>	<ul style="list-style-type: none"> <li>• <i>(le) lundi...</i> (on Mondays)</li> <li>• qui, que, quoi, quel, quelle, quels, quelles (interrogative pronouns and adjectives)</li> </ul>
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Textbook Ch. 6</li> <li>• Blog post from a French teenager</li> <li>• Teacher-made flashcards</li> </ul>