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| **30 Day Unit Plan** | | | |
| **Theme/Topic:**  Greetings , Arabic alphabet, Classroom objects and numbers | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   * Understand the importance of learning Arabic. * Greet others and say good bye in Arabic. * Write and connect the Arabic alphabet letters in different positions in the word. * Say the Arabic names of some classroom objects. * Ask and answer questions about classroom objects using “What is this? = this is… * Conclude the difference between feminine and masculine nouns in Arabic. * Change some Arabic words from masculine to feminine. * Count Arabic numbers from zero to twenty. * Communicate asking an answering short questions. | | | |
| **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 recognize letters in Arabic. * SS will recognize some words and phrases. | | * SS will communicate asking and answering short questions. | * SS will copy **some** words and phrases. * SS will present information using simple sentences. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | * Greet each other in Arabic and say goodbye. * Ask and answer each other’s name. * Read, write about 15 letters in the Arabic alphabet. | | |
| **Formative Assessment Tasks:** | g   * Fly swatter game with new letters. * TPRs * Guessing games | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: Students introduce to each other with their neighbors and then introduce to each other in a group. * Comparison: Students learn about the difference in number and direction of writing between the Arabic language and English. | | |
| **Vocabulary:** | Hello, your name, goodbye, letter, fine.  , Ch | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | \*ما اسمك؟ = انا اسمى......  \* كيف حالك ؟ = بخير. شكرا  مع السلامة \* | | |
| **Materials Needed:** | Pictures, flashcards, PPT, Colored pens, worksheets, electronic whiteboard | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Recognize, read and copy the other 13 letters in The Arabic alphabet. * Recognize some of the class room objects. * Ask and answer questions using “What is this?” | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRs. * Flyswatter game with new vocabulary. * Do some exercises using worksheets. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS work in pairs and groups asking and answering questions about the classroom objects. * Culture: SS learn about the difference between Arabic and English concerning naming the objects in classroom. | | |
| **Vocabulary:** | Door, window, chair, table, pen, pencil, classroom, teacher, student, rubber, computer, map | | |
| **Grammar/Sentence patterns:** | **\* ما هذا ؟ \*هذا باب....شباك.....قلم......**  **\* ما هذه ؟ \* هذه صوره.....خريطه....** | | |
| **Materials Needed:** | Flashcards, worksheets, real objects, colored pens, YouTube, electronic white board. | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Recognize more classroom objects. * Ask and answer “yes, no” questions about the objects in class in Arabic. * Recognize, read and copy the Arabic alphabet. | | |
| **Formative Assessment Tasks:** | * Fly swatter game with new vocabulary. * Draw and paint some of the objects. * Play a guessing game. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS ask yes or no questions about objects in classroom. * Culture and comparison: SS learn that in Arabic objects can be male or female. | | |
| **Vocabulary:** | Board, stapler, eraser, book, notebook, scissors, chalk, crayon, desk, pencil box, sharpener | | |
| **Grammar/Sentence patterns:** | \***هل هذا...باب...؟ = نعم هذا........باب**  **\*هل هذا ..قلم...؟ = لا هذا ..شباك....**  **\*من اين انت ؟ = انا من امريكا** | | |
| **Materials Needed:** | Pr Projector, electronic whiteboard, marker pens, flashcards. | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Count Arabic numbers from zero to twenty. * Ask and answer questions about their phone numbers and ages in Arabic. * Recognize, read and copy some Arabic words. | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRs. * Games using dice. * Make short dialogues where they can ask and ask simple questions. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Community: SS work together * Connections: SS can connect to Math. * Communication: SS make a dialogue | | |
| **Vocabulary:** | Numbers from zero to twenty, number, phone, year. | | |
| **Grammar/Sentence patterns:** | **\*كم عمرك؟ = عمري ....سنه**  **\*ما رقم هاتفك؟ =رقمي.....** | | |
| **Materials Needed:** | Worksheets, realia “dice”, YouTube, flashcards, colored pens. | | |