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| **4 Weeks Unit Plan** |
| **Theme/Topic:** Jobs |
| **Goals** *by the end of this unit students will be able to:**Identify the family members.**Use adjectives to describe the family**Identify body parts to describe people**Talk about different jobs* |
| **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 listen to songs about the family and the body parts.****Ss watch a video about different jobs in Egypt and the middle east** | **Ss learn the vocabulary and sing the song.****Ss state the differences and the similarities between the jobs in both cultures.**  | **Ss do a project about any of the family members. Describing the personal and the physical appearance. They also talk about their jobs** |
| **Week 1** |
| **Weekly Can-Dos for Students:**(at least 1 & no more than 3)*Reference pg. 24-36* |  Identify the family members Describe each member using two adjectives Read the family members in Arabic and put the words in different contexts |
| **Formative Assessment Tasks:** |  Flash cardsUsing technology “Socrative”  Singing  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication : students use Arabic to talk about family. |
| **Vocabulary:** |  Mum-dad-sister-brother-grandma-grandpa Tall- short- thin – fat- kind- fun |
| **Grammar/Sentence patterns:***(write these in the target language)* |  This is my mum. She is …………… Answering to the question “ Who is this? |
| **Materials Needed:** | Pictures- smart board- songs – and videos- cards |
| **Week 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)**Reference pg. 24-36* |  Students can identify the body parts. |
| **Formative Assessment Tasks:** | drawDraw its Singing  puzzle |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication:ss use Arabic to describe their family and talk about what they like.  |
| **Vocabulary:** |  Eyes- nose – mouth – arms – legs – hair – head –shoulder-knees  |
| **Grammar/Sentence patterns:** | Using verb to have in ArabicI have black hair. / Mum has blue eyes. |
| **Materials Needed:** | Pictures- songs- videos- board- markers |
| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* |  Ss should be able to talk about different jobs |
| **Formative Assessment Tasks:** |  Game “ The musical bag “Jigsaw Project |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication :ss use Arabic to talk about their parents jobs.Comparison:ss watch a video and compare between some jobs that are similar and different in both cultures. |
| **Vocabulary:** |  Doctor- engineer- teacher- judge- police man – employee – cook- farmer |
| **Grammar/Sentence patterns:** | Ask questions using “ What does your mum or dad work” |
| **Materials Needed:** | Pictures – videos- power point – board – markers- bag- cards- scissors - glue |