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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 cards  Using technology “Socrative”  Singing | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | 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:** | draw  Draw it  s Singing  puzzle | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | 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 Arabic  I 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:**  Communication  Connections  Culture  Comparisons  Communities | 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 | | |