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| **Ms. Nermeen Fathy / Arabic 1 August / September Unit Plan** | | | |
| **Theme/Topic:**  Introduction to Egypt- Greetings – countries- Numbers- Shapes- Colors- Days of the week- Months of the year – family members | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)*   * **Greet their peers** * **Introduce themselves** * **Count from 1 to 30** * **Identify names of some countries** * **Identify the shapes** * **Identify the colors** * **Tell the date** * **Identify family members vocabulary** | | | |
| **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) |
| **1-Ss will watch a video showing a tour in my city Alexandria**  **2-Ss will watch a video about the most popular Arabic/ Spanish similarities**  **3-Ss see pictures from the Egyptian folklore art to know the colors and shapes.**  **Watch a video talking about one’s family.** | | **1-Ss work in pairs to get to know each other.**  **2-Ss work in pairs to create their own pictures with the main theme “shapes”**  **3- students will raise awareness of different celebrations for different causes.** | **1-Ss write a post card to their pen pals in Egypt: Greeting them, telling their names and where they come from.**  **2-Ss tell the date when they come to the class.**  **3- students research similarities between Arabic and Spanish then introduce them.**  **4- ss draw a picture of their family and present it**  **5- ss choose one of the historical places in Egypt/and Alamo and present it** |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3) | 1-Identify some Arabic letters  2-Greet their peers  3-Introduce themselves telling their names | | |
| **Formative Assessment Tasks:** | 1-Group juggling game  2-Pair work  3- Observation  4- Evaluating presentational activities | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | \*Communication: Ss use Arabic to greet pairs and get introduced to each other.  \*Comparisons: Ss compare between city Alexandria and the city of Alamo  Greetings in terms of using the body language.  Students compare between Spanish and Arabi  Celebrating the new Islamic year | | |
| **Vocabulary:** | My name – Hello – Good morning- Good afternoon- Good bye – How are you – I am fine ..etc | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | Ask about the name and how to respond giving full answer. | | |
| **Materials Needed:** | videos- marker- ball- word cards- colors – textbooks as reading and reference guide – Egyptian costumes | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)* | 1-Introduce their country/ city saying, “I come from ….”  2-Count from 1 till 10  3- Talk about one’s family members | | |
| **Formative Assessment Tasks:** | 1-Draw it  2-Riddles  3-TPR – role play  4-Jigsaw / find your pair  5- Little teachers roles | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | \*Communication: Ss asking and responding to the question  “Where are you from?”  \*Connection: Ss use information they know from the social studies subject to solve the riddle and know the name of the country in Arabic  \*Culture: an outreach about the history of Egyptian Cosmetology.  Talk about their families | | |
| **Vocabulary:** | 1-Countries: Countries: Egypt – Iraq – Syria – America – country – Britain – Canada – Ireland – Australia – city and their capitals.  2- Family members  3-Numbers: 1-10 | | |
| **Grammar/Sentence patterns:** | 1-Making questions to ask about the country  2-Differentiate between the pronouns (I and you) in Arabic  3- This is for (m) & (f) to describe family members | | |
| **Materials Needed:** | Power point of the countries- playing cards – markers- video of family members | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | 1-Count from 10-20  2-Identify countries (extended)  3-Identify shapes: circle- square- triangle- rectangle- heart and crescent: | | |
| **Formative Assessment Tasks:** | 1-Line up  2- Pair work observation  3-Games  4- Quiz  5- Kahoot  6- matching games | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | \*Communication: Ss ask and answer questions about numbers  They talk about family members  \*Connection: ss figure out the similarities between the names of the countries in English and Arabic.  \*Comparison: ss compare between the Arab countries in Arabic and English.  Celebrating mid-autumn festival | | |
| **Vocabulary:** | 1-Numbers from 1-20  2-Countries: Egypt – Iraq – Syria – America – country – Britain – Canada – Ireland – Australia – city and their capitals.  3-shapes | | |
| **Grammar/Sentence patterns:** | Asking questions using How many | | |
| **Materials Needed:** | number cards – marker – board- cardboards – birthday bulletin board- map | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | 1-Identify colors and use them to describe the shapes.  2-Learn the demonstrative pronouns  3-Learn some of the Arabic alphabets | | |
| **Formative Assessment Tasks:** | 1-Yes/ No chart  2-Oral questions  3-Draw it | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | \*Communication: ss ask and answer questions about colors of shapes.  \*Connection: ss connect the shapes they use in the Montessori classes to the colors in Arabic.  \*Comparison: ss discuss the importance of colors and some signs in an Egyptian folklore painting. Ss compare the significance of these signs to their culture  Raising awareness by celebrating preservation of Ozone day | | |
| **Vocabulary:** | Colors:Red- blue – black – brown – green – yellow- white-pink- purple – orange  Demonstrative pronouns: This (f) & (m) | | |
| **Grammar/Sentence patterns:** | Use the demonstrative pronouns “This –That” according to the gender based target language. | | |
| **Materials Needed:** | Pictures- flashcards- cardboards- colors- board marker – alphabet chart | | |