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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**
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| **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 letters2-Greet their peers3-Introduce themselves telling their names |
| **Formative Assessment Tasks:** | 1-Group juggling game2-Pair work3- Observation4- Evaluating presentational activities |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | \*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 it2-Riddles 3-TPR – role play4-Jigsaw / find your pair5- Little teachers roles  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | \*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 members3-Numbers: 1-10 |
| **Grammar/Sentence patterns:** | 1-Making questions to ask about the country 2-Differentiate between the pronouns (I and you) in Arabic3- 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 10-202-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- Kahoot6- matching games |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | \*Communication: Ss ask and answer questions about numbersThey 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 1-202-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 pronouns3-Learn some of the Arabic alphabets |
| **Formative Assessment Tasks:** | 1-Yes/ No chart2-Oral questions3-Draw it  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | \*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 cultureRaising awareness by celebrating preservation of Ozone day |
| **Vocabulary:** | Colors:Red- blue – black – brown – green – yellow- white-pink- purple – orangeDemonstrative 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 |