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| **Ms. Hend Elhendy / Arabic August / September Unit Plan** |
| **Theme/Topic:** Introduction to Egypt- Greetings- body parts – countries- Numbers- Shapes- Colors- Days of the week- Months of the year |
| **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 countries**
* **Identify body parts**
* **Identify the shapes**
* **Identify the colors**
* **Tell the date**
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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 two videos to analyze the difference between ancient and modern Egypt****2-Ss will watch a video about the most 10 popular Arab countries to know the importance of the Arabic Language.****3-Ss see pictures from the Egyptian folklore art to know the colors and shapes** | **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”** | **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** |
| **Week 1** |
| **Weekly Can-Dos for Students:**(at least 1 & no more than 3) | 1-Get introduced to ancient , modern Egypt and the Arab countries and Arabic letters.2-Greet their peers3-Introducing themselves telling their names |
| **Formative Assessment Tasks:** | 1-Group juggling game2-Pair work3-The exit ticket |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | \*Communication: Ss use Arabic to greet pairs and get introduced to each other.\*Comparisons: Ss compare between the Egyptian and the American greetings in terms of using the body language. |
| **Vocabulary:** | My name – Hello – Good morning- Good after noon- Good bye – How are you – I am fine  |
| **Grammar/Sentence patterns:***(write these in the target language)* | Ask about the name and how to response giving full answer. |
| **Materials Needed:** | Songs – videos- marker- ball- word cards- colors |
| **Week 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)* | 1-Introduce their country saying, “ I come from or My country is….”2-Count from 1 till 10 3-Identify the shapes  |
| **Formative Assessment Tasks:** | 1-Draw it2-Riddles 3-TPR4-Jigsaw / find your pair  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | \*Communication: Ss asking and responding to the question“What is your country ?\*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: Ss discuss the importance of shapes in Egyptian folklore Art.  |
| **Vocabulary:** | 1-Countries :America – France – Italy- Spain – Egypt- Britain-Mexico-Holland2-Shapes: circle- square- triangle- rectangle- heart and crescent :3-Numbers: 10- 20 |
| **Grammar/Sentence patterns:** | 1-Making questions to ask about the country 2-Differentiate between the possessive adjectives ( my and your ) in Arabic |
| **Materials Needed:** | Power point of the countries- picture of the Egyptian folklore art- cards – markers- pictures of the shapes. |
| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | 1-Count from 20- 302-Identify the days of the week3-Identify the months of the year |
| **Formative Assessment Tasks:** | 1-Line up 2-The Entrance ticket 3-Games  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | \*Communication : Ss ask and answer questions about numbers\*Connection: ss figure out the similarities between the names of the month in English and Arabic.\*Comparison: ss compare between the days of the weekend in Arab countries and America. |
| **Vocabulary:** | 1-Numbers from 1-302-The seven days of the week3-The twelve month of the year |
| **Grammar/Sentence patterns:** | Asking questions using How many |
| **Materials Needed:** | Calendar – number cards – marker – board- cardboards |
| **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 culture |
| **Vocabulary:** | Colors:Red- blue – black – brown – green – yellow- white-pink- purple – orangeDemonstrative pronouns:This - That |
| **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 |