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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** | | | |
| **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 peers  3-Introducing themselves telling their names | | |
| **Formative Assessment Tasks:** | 1-Group juggling game  2-Pair work  3-The exit ticket | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | \*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 it  2-Riddles  3-TPR  4-Jigsaw / find your pair | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | \*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-Holland  2-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- 30  2-Identify the days of the week  3-Identify the months of the year | | |
| **Formative Assessment Tasks:** | 1-Line up  2-The Entrance ticket  3-Games | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | \*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 1-30  2-The seven days of the week  3-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 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 | | |
| **Vocabulary:** | Colors:Red- blue – black – brown – green – yellow- white-pink- purple – orange  Demonstrative 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 | | |