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| **Three weeks Unit Plan** | | | |
| **Theme/Topic:** Clothes and Fruit | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  **By the end of the unit ss will be able to :**  **Identify different items of clothes.**  **Use different colors to describe clothes.**  **Ask about the price of clothes**  **Identify the fruits.** | | | |
| **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 watch pictures for the traditional costumes in Egypt and the middles east** | | **1-T gives pictures of clothes to ss.**  **Ss work in pairs to ask about the price.** | **1-Ss describe what they are wearing.**  **2- Ss choose their favorite fruit from a buffet and say what they eat.** |
| **Week 1 and 2** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | Vvcc 1-Identify clothes  2222 2- Describe the clothes  3 3- Ask about the price of the clothes  vb | | |
| **Formative Assessment Tasks:** | P 1111- Pair work  222222- Drawing  333333- Games | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: ss use Arabic to describe clothes and ask about the price.  Culture : ss get introduced to the traditional costumes all over the Arabic countries. | | |
| **Vocabulary:** | Ssss skirt- pants- jacket- suit- socks- dress- blouse- shirt- hat- shoes  Long - Short | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | Ttt This is a long / short / red/ green dress.  How much is the skirt/ shirt…? | | |
| **Materials Needed:** | flash cards- colors- task sheets- board- marker | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Ss identify the fruits. * Ss say what fruits they like and what they eat | | |
| **Formative Assessment Tasks:** | * Yes- No question * Games * presentation | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication :ss use Arabic to talk about their favorite fruit.  Culture: Importance of some fruit to Arabs such as dates. | | |
| **Vocabulary:** | Dates- apples- oranges- bananas- peaches- grapes-strawberries-pineapple   * Mangos- kiwi | | |
| **Grammar/Sentence patterns:** | I like – don’t like …………../ I eat …………don’t eat | | |
| **Materials Needed:** | Flash cards- board- marker- videos | | |