**Teacher: Mohamed El Ouardi School: Plantation Middle - Florida**

**MOHAMED EL OUARDI PLANTATION MIDDLE - FLORIDA**

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| **NOVEMBER UNIT PLAN** | | | |
| **Theme/Topic:**   * **Pronouns I/YOU – My/Your** * **Arabic Alphabets** * **Tashkeel (vowels)** * **Numbers** * **Classroom Objects** * **Countries and Nationalities** | | **Goals** *(What should students know & be able to do by the end of the unit?)*   * **Have a short conversation in Arabic** * **Read and write the letters (ج ـ ح ـ خ ـ د ـ ذ)** * **Join letters and form words** * **Count from 1 to 10** * **Identify the names of some classroom objects in Arabic** * **Recognize thenames of countries and nationalities in Arabic** | |
| **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 will recognize some letters, words and phrases in Arabic. * Ss will look at the pictures and say the objects in Arabic. * Ss will listen, point to and write numbers * Ss will watch/listen/sing alphabet song * Ss will watch/listen/sing numbers song | | * SS will communicate asking and answering short questionsabout basic personal information (name, age, how are you, country, nationality) * Ss will have a conversation about classroom objects asking and answering the question‘What is this’ in Arabic? | * Ss will introduce themselves and other people using basic information and appropriate language. * Ss will write some Arabic words by themselves correctly. * Ss will say and write their age in Arabic numbers |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | 1. Derive meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. 2. Recognize, read and copy some Arabic letters/characters. 3. Join letters and form words in Arabic | | |
| **Formative Assessment Tasks:** | 1. Total Physical Response activity (TPRs) 2. Group games 3. Copy/Draw it 4. Dictation using boards | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | **\*Communication:** T uses classroom language in Arabic to communicate with Ss in class and students respond correctly.  **\*Comparisons:** Ss compare between the Arabic language and English in terms of script writing, alphabet order, pronunciation, degree of difficulty etc. | | |
| **Vocabulary:** | Apple – beautiful - Mohamed –front – back – left – right – camel – snake – carrot – corn  Fatha – Damma – Kassra – Sokoon – Tanween – Chadda | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * Writing Arabic alphabets correctly (different positions in the word) * Short and Long vowels in Arabic (Tashkeel) * Word Formation | | |
| **Materials Needed:** | Projector – Speakers - Songs – Videos – Pictures – Worksheets - Marker- Ball - Prizes | | |

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| **Week 2** | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | 1. Count Arabic numbers from zero to twenty. 2. Ask and answer questions about their phone numbers and ages in Arabic. 3. Recognize, read and copy some Arabic words. |
| **Formative Assessment Tasks:** | 1. Total Physical Response (TPRs) 2. Group games; Line up ; 1,2,Clap Copy/Draw it 3. Make short dialogues where they can ask and answer simple questions. |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | **\*Culture:** Ss discover and learn about the Arabic numbers and numerals.  **\*Comparisons:** Ss compare the Arabic language and English in terms of numbers  \***Community:** SS work together, in pairs or in groups  \***Connections:** SS can connect what they learn to Math. |
| **Vocabulary:** | Numbers from zero to twenty, Number, Age, Phone, Year, Date, Day  Chicken – Snake – Corn – Fruit - Bear |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * Asking about phone number (Male-female-dual-plural)**\*ما رقم هاتفك؟ =رقمي.....** * Asking about age (female-male-dual-plural)**\*كم عمرك؟ = عمري ....سنه** |
| **Materials Needed:** | Projector – Speakers - Songs – Videos – Pictures – Worksheets - Marker |

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| **Week 3** | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | 1. Recognize more classroom objects and ask and answer the question ‘What is this?’ 2. Ask and answer “yes, no” questions about the objects in class in Arabic. 3. Recognize, read and copy the Arabic alphabets. |
| **Formative Assessment Tasks:** | 1. Total Physical Response (TPRs) 2. Group games; Line up ; 1,2,Clap, Bingo, spread the word 3. Do some exercises using worksheets. 4. Make short dialogues where they can ask and answer simple questions. |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | **\*Culture:** SS learn about the difference between Arabic and English concerning naming the objects in classroom.  **\*Communication:** In pairs Ss ask and answer questions about the classroom objects.  \***Community:** SS work together, in pairs or in groups |
| **Vocabulary:** | School, window, chair, table, pen, pencil, classroom, teacher, student  rubber, computer, map, board, book, bag, desk, clock, picture,  ***\*كتاب – دفتر – قلم – حقيبة – لوح – طاولة –مكتب – ساعة – كمبيوتر – طابعة – ممحاه -***  ***\*باب – كرسى – خزانة كتب - صورة*** |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * What is this / are these? This is : these are…… (\* ما هذا ؟ \*هذا باب.... ***كتاب***....قلم...... * What is this? (female-male-dual-plural)\* ما هذه ؟ \* هذه صوره.....خريطه.... |
| **Materials Needed:** | Projector – Speakers - Songs – Videos – Pictures – Realia – Worksheets - Marker |