

Theme/Topic:

Lebanese and Syrian culture- letters– long vowels, Family, jobs, months and seasons

Goals (*What should students know & be able to do by the end of the unit?*)

- Identify family members
- Write and read more letters
- Identify long vowels
- Identify different jobs and occupations
- Learn new vocabulary and grammar in context
- Identify months and seasons of the year .
- Understand the new vocabulary through pictures and Arabic phrases
- Differentiate the feminine and the masculine pronouns in Arabic

Summative Performance Assessment: Students will be assessed in many different ways on, interpersonal, and presentational, interpretive communication

Interpretive

(reading, listening, and/or viewing)

Interpersonal

(Speaking and/or writing)

Presentational

(Speaking and/or writing)

1-Ss will watch different videos about Moroccan culture and Arabic culture.

1-Ss use more expressions and phrases to talk about themselves and others.

1- students will use the new learnt words and phrases to provide information about themselves and others.

Week 1**Weekly Can-Dos for Students:**

(at least 1 & no more than 3)

- 1-Identify family members
- 2- introduce and describe family members
3. Interact with native speakers of Arabic through zoom meetings(Syrian and Lebanese culture)

Formative Assessment Tasks:

- 1-dialogue
- 2-Pair work
- 3- Observation
- 4- Evaluating presentational activities
- 5- Role plays
- 6-TPR

Standards:

Communication
Connections
Culture
Comparisons
Communities

- * Communication: ss ask and answer questions about body parts.
- *Connection: ss connect the shapes to the colors in Arabic.
- *Comparison: ss will compare types of family and family size in both Morocco and the USA.
- Culture; students will learn about and celebrate Green March.

Vocabulary:

Family members :grandfather, grandmother, father, mother, sister, brother, cousin, uncle , aunt, nephew, niece, in-laws. Grandchildren / children

	adjectives:, big, small, , nuclear/ extended family
Grammar/Sentence patterns: <i>(write these in the target language)</i>	Possessive pronouns; my, his, her, your, our, their
Materials Needed:	PPTS, flashcards, realia, videos- marker- ball- realia, word cards- colors , graphic organizers.
Week 2	
Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i>	1- another 4 Arabic letters 2-Connecting letters to form words 3- reading the connected letters
Formative Assessment Tasks:	1- games 2-Pair work 3- Observation 4- Evaluating presentational activities 5- Role plays 6-TPR 7- competitive pop quizzes 8- students will prepare a business card with their name and phone number which they need to present to their classmates in Arabic
Standards: Communication Connections Culture Comparisons Communities	*Communication: Ss asking and responding questions about letters *Connection: Ss *Culture: teacher will learn different types of Arabic calligraphy
Vocabulary:	1- Lettes, short and long vowels, calligraphy
Grammar/Sentence patterns:	1-using subject pronouns 2- Identify feminine and masculine pronouns
Materials Needed:	PPTS- playing cards – markers- videos- role plays- short dialogue- games
Week 3	
Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i> <i>Reference pg. 24-36</i>	1-Write and read more letters 2-Identify long vowels 3-Identify jobs
Formative Assessment Tasks:	1- flyswatter game 2- Pair work observation 3-Games 4- Quiz 5- Kahoot 6- matching games
Standards: Communication	*Communication: Ss ask and answer questions about jobs using Wh questions? *Communication students talk about different jobs in Arabic and name their dream job.

Connections Culture Comparisons Communities	.
Vocabulary:	1 - basic jobs 2 - Letters ; s' , d'' , t' sh
Grammar/Sentence patterns:	Asking questions ? What is your dream job? I want to be
Materials Needed:	birthday bulletin board - flash cards – marker – ppts- board- cardboards -- color pens
Week 4	
Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i> <i>Reference pg. 24-36</i>	1-Identify different months of the week . 2- Identify different seasons of the week 3-review together and quiz each other about all the Arabic words and phrases using the Focus Wall bulletin Board
Formative Assessment Tasks:	1- Q & R 2-Oral questions 3- Hear it and Draw it 4-Simon says
Standards: Communication Connections Culture Comparisons Communities	*Communication: ss ask and answer questions about months and seasons of of the year. Connections: students talk about their favorite season and weather.
Vocabulary:	seasons : Spring, summer, Autumn, Winter – Months of the year Long vowels:
Grammar/Sentence patterns:	Students will use the demonstrative pronouns “my favourite weather is, What’s the weather like today? Students will use the expression; I like , I love, I don’t like....
Materials Needed:	Flash cards- ppts- flipcharts- - color pens- board marker – number chart- ball-