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| **30 Day Unit Plan** | | | |
| **Theme/Topic:** Introduction to Egypt and the Arabic language, Greetings, family, friends and relationships.... | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  **- introduce themselves.**  **- show interest to learn a new language and know about different culture.**  **- learn new vocabulary and grammar in context.**  **- ask and answer questions about names nationalities.**  **- identify and describe family members.**  **- ask and answer questions about family members**  **- state the jobs in Arabic.**  **- recognize some Arabic letters and words.**  **- enrich their Arabic language by providing them with structures, vocabulary and phrases.**  **-express likes and dislikes.**  **- learn numbers from one to fifteen.**  **- express themselves through celebrating international days.** | | | |
| **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) |
| - listen to dialogues of native speakers greeting each other  - listen to songs about family members.  - listen to the song of the alphabet  - watch videos. | | - students sing songs  - students work in pairs to ask and answer questions about themselves, family members, likes and dislikes.  - students work in groups to make posters. | **- students practice real life situations and dramatize dialogues.**  **- students draw their family trees and describe them.**  **- write emails in Arabic to their friends telling them about themselves, likes and dislikes.** |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | - Get introduced to Arab and Egyptian culture.  - understand and respond to common Arabic greetings  - Greet their peers and introduce themselves .  - ask and answer questions about each other.  - copy and read some simple Arabic words. | | |
| **Formative Assessment Tasks:** | - line-up activities  - exit tickets.  - pair work. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | - communication: practicing dialogues  culture: recognizing new culture in terms of greetings and meeting people  - comparison: students compare between the Egyptian and the American greetings in terms of the body language.  Community: An outreach about the geography and history of Egypt | | |
| **Vocabulary:** | hello- good morning- good afternoon- how are you? where do you live?I'm good- thank you- you are welcome- bye- see you soon. | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | subject pronouns.  ( ma esmoka?) (esmy Jack)    (kaif haloka?)(ana bekhair, shokran)  (ma gensiatoki) (ana amrekia) (aina taskon). | | |
| **Materials Needed:** | - power point slides -flash cards- songs- worksheets- ball- markers-videos | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | - recognize and pronounce family members' titles in Arabic  - recognize the difference between using articles and pronouns for male and female in Arabic.  - use adjectives to describe the family members.  - count from one to ten.  - learn some question words | | |
| **Formative Assessment Tasks:** | - exit ticket.  - design a family tree.  - comprehension checks for TPRs.  - games.  - observation. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | communication: creating and acting dialogues about family members.  culture: students know about family relations in Egypt.  comparison: students compare between the Egyptian and American families in terms of size, roles and responsibilities.  -Community: celebrating International Country Music Day | | |
| **Vocabulary:** | dad- mum- sister- brother- grandma-uncle- aunt- grandpa- husband- wife- tall- short- young- old- fat- thin-verb "love- who?- how many? | | |
| **Grammar/Sentence patterns:** | - who is that? (mn haza)  - This is my dad. (haza abi)  - Is this your sister? (hl hazehe okhtok) yes, .....No,......  - hl abeek taweel?  - How many sisters and brothers do you have? km addad ekhwatk? | | |
| **Materials Needed:** | - power point presentation-- pictures- flash cards- videos- markers- | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | - identify jobs with reference to male and female  - use words for jobs in sentences.  - create sentences stating family members and their jobs.  - - learn and revise numbers from one to fifteen.  - learn some Arabic alphabets. | | |
| **Formative Assessment Tasks:** | - students draw their family tree.  - TPR students are shown pictures and point to the jobs they hear.  - students will match the number in Arabic with its equivalent in English. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | - communication: creating dialogues and sharing information about their families and their jobs.  - comparisons: comparing between jobs in the American and Egyptian cultures in terms of similarities and differences  - Community: celebrating International Day of Peace. | | |
| **Vocabulary:** | - doctor- teacher- nurse-- engineer- cook- driver- numbers from one to fifteen- verb" work" | | |
| **Grammar/Sentence patterns:** | My dad is a doctor. (abi tabeeb)  What does your dad do?( maza yaaml abeek?  My sister is a nurse. (okhti momareda)  Does your grandma work??( hl gdatk taaml)  yes, .....No,......  How many members are there in your family?(km adad afrad osratk?) | | |
| **Materials Needed:** | - videos of different jobs.  - songs of the jobs and numbers-  - paper chart- markers  - flash cards- crayons. | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3) -*  *Reference pg. 24-36* | - express likes and dislikes.  - state their favorite sports  - say what kind of films they like  - ask and answer questions about likes and dislikes.  - revise numbers from one to fifteen. | | |
| **Formative Assessment Tasks:** | game: students are divided into two groups. A student of each group listen to one of the leisure activities and goes to the corner which has the picture of the word they hear. The first to go is the winner  jigsaw. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | communication: students share their likes and dislikes.  culture: students learn what people like and dislike in a different culture.  comparison: students compare between popular sports in Egypt and in the US.  - Community: celebrating World Tourism Day | | |
| **Vocabulary:** | like- dislike- soccer- swimming- football- basketball- handball- watching Tv- comedy- action- adventure- horror films. | | |
| **Grammar/Sentence patterns:** | My grandpa likes reading.  I like watching Tv.  My sister doesn't like playing basketball. | | |
| **Materials Needed:** | power point presentation- worksheets- pictures- flash cards -videos-name picker app. | | |

**Sample 30 Day Unit Plan:** French, Novice-Mid High

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| **30 Day Unit Plan** | | | |
| **Theme/Topic:** A Well-Balanced Lifestyle | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   * Describe their daily schedule * Ask and answer questions about daily routines * Compare lifestyle routines * Express frequency saying when and how often they do certain things * Express opinions about daily activities, schedules * Make suggestions about ways to be healthy | | | |
| **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 read a blog written by a French teenager where he discusses his activities and compare with popular activities in the U.S. * SS will watch a commercial for a product that promises to make life less stressful and analyze the effectiveness of the message | | * SS will survey at least 5 classmates on activities that they do during the week. Make a graph that shows the most popular activities. | * SS will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers; share with another French class. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Describe their daily schedule * Ask and answer questions about daily routines | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRS * Flyswatter game with new vocabulary * Teacher observation as students survey one another about daily activities | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS write questions and interview classmates about activities that they do during the week. * Culture: SS discuss the importance of cafés to French teenagers | | |
| **Vocabulary:** | * Review: Days of the week, school subjects * Vocabulary Focus: sports, activities | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * (*le*) *lundi*… (on Mondays) * qui, que, quoi, quel, quelle, quels, quelles (interrogative pronouns and adjectives) | | |
| **Materials Needed:** | * Textbook Ch. 6 * Blog post from a French teenager * Teacher-made flashcards | | |