| **November - 30 days Unit Plan**  **School: Ashford School**  **Teacher’s Name: Mona Ghareeb Grade Level: 6-7-8** | | | |
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| **Theme/Topic:**   1. fruits 2. some arabic letters- letters sticking their teeth up 3. egyptian history 4. ancient egypt and mummification 5. daily routines | | | |
| **Goals: By the end of this 30 day unit plan, Ss will be able to:**   1. Say the fruits in arabic and use them in sentences 2. differentiate between similar letters 3. discern more about Egyptian history and learn a lot of information about pyramids and old Egyptian civilization. 4. say what they do everyday as a routine in arabic. | | | |
| **Summative Performance Assessment:** | | | |
| **Interpretive**  (reading, listening, and/or viewing) | **Interpersonal**  (Speaking and/or writing) | | **Presentational**  (Speaking and/or writing) |
| - Ss listen to songs about fruits and repeat them.  -Ss read the fruits in Arabic from the pictures and by using symbols to facilitate reading.  -Ss watch some videos about the history of egypt and the building of pyramids.  -Ss attend online trips to Boston and Berkshire museums to know more about the egyptian history. | - Ss speak about their favorite fruits and ask questions about them.  -Ss write and draw their fruits in Arabic. They can write a complete sentence in Arabic about their fruits.  -Ss can write similar letters and draw examples about them. | | - Individually, ss have performed a tree about their favorite fruit and say it to their peers.  - Ss worked in groups and formed a 3D project about the pyramids and the sphinx.  - Ss worked in groups and collected facts about their projects.  Ss present their work to other grades. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:** | | -Ss are able to:  - say the fruits in arabic.  - discern some words about the three arabic letters (ب-ت-ث | |
| **Formative Assessment Tasks:** | | Ss carry out their fruit tree. | |
| **Standards:**   * Communication * Connections * Culture * Comparisons * Communities | | ***Communication: Students will:***   * work in pairs and ask questions about the favorite fruits.   ***Comparisons:***   * compare and contrast between the famous fruits in america and egypt. | |
| **Vocabulary:** | | peaches- apple- orange- pineapple- raspberry- cherry- guava - lemon - mango- coconut- pomegranate- watermelon- strawberry  some arabic words:  بطه - باب - تفاحه - تاج - ثلاجة - ثلج | |
| **Grammar/Sentence patterns:** | | ***N/A***  h | |
| **Materials Needed:** | | Powerpoint presentation  flashcards  colors  charts  songs and videos | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:** | | students will be able to :   * ask and answer questions about their favorite fruits. What is your favorite fruit?   I like apples.  I do not like oranges.   * Use fruits in sentences. ( I like apples.)   I do not like orange   * Take part in an online workshop to know more about Egyptian history. | |
| **Formative Assessment Tasks:** | | - bamboozle game  - Quizizz  - flyswatter  - blooket  - board race | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | | **-Culture**:  Ss attended an online workshop at the Boston museum to learn about Egyptian history.  **-communication:**  students ask questions about their favorite fruits. | |
| **Vocabulary:** | | Ancient egypt  Nile river  pyramids  wooden ships  sphinx  tomb  sahara  review on fruits | |
| **Grammar/Sentence patterns:** | | I like apples.  I do not like orange  انا احب التفاح  انا لا احب البرتقال | |
| **Materials Needed:** | | Powerpoint presentation  Handouts  online games  songs | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:** | | students will be able to:   * connect letters to form words and write short sentences. * discern the process of mummification * say words about the letters س - ش | |
| **Formative Assessment Tasks:** | | * writing and reading complete sentences by using words we have studied before. | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | | ***Students will be able to:***  ***-Culture:***  understand the process of mummification when they attend an online workshop in Berkshire museum.  **connection**:  connect between verbs and fruits we studied to form a complete sentence. | |
| **Vocabulary:** | | Ss review on verbs and fruits we have studied before. | |
| **Grammar/Sentence patterns:** | | ***انا احب التفاح***  ***انا اكل مانجا***  ***انا احب اكل المانجا***  ***انا احب العنب و البطيخ*** | |
| **Materials Needed:** | | Powerpoint presentation  Handouts  Pictures  bamboozle game  colors | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:** | | students will be able to :   * Say their daily routines in arabic. * Differentiate between times of the day. * Recognize the other sticking letters such as ن - ي- أ | |
| **Formative Assessment Tasks:** | | * answering a sheet * blooket * board game * gallery walk * TPR * Role play * word wall | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | | ***Students will :***  ***Communication:***  - ask and answer questions about daily routines. | |
| **Vocabulary:** | | استيقظ مبكرا  اكل فطوري  انام مبكرا  انظف اسناني  امشط شعري  اجهز فطوري  اذهب الى المدرسه  انظف المنزل  في الصباح  عند المساء  عند الظهيرة  في الليل | |
| **Grammar/Sentence patterns:** | | Ss will use Time of the day / adverbs while they say their daily routines.  انظف المنزل عند الظهيرة  اذهب الي المدرسه في الصباح | |
| **Materials Needed:** | | flashcards  colors  charts  matching sheets  board game | |