| **November - 30 days Unit Plan****School: Ashford School****Teacher’s Name: Mona Ghareeb Grade Level: 6-7-8** |
| --- |
| **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- strawberrysome arabic words:بطه - باب - تفاحه - تاج - ثلاجة - ثلج   |
| **Grammar/Sentence patterns:** |  ***N/A***h |
| **Materials Needed:** | Powerpoint presentationflashcards 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:**CommunicationConnectionsCultureComparisonsCommunities | **-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 riverpyramids 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 Handoutsonline gamessongs  |
| **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:**CommunicationConnectionsCultureComparisonsCommunities | ***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 HandoutsPicturesbamboozle 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:**CommunicationConnectionsCultureComparisonsCommunities | ***Students will :******Communication:*** - ask and answer questions about daily routines. |
| **Vocabulary:** | استيقظ مبكرا اكل فطوري  انام مبكرا انظف اسنانيامشط شعري اجهز فطوري اذهب الى المدرسه انظف المنزل في الصباح عند المساءعند الظهيرة في الليل  |
| **Grammar/Sentence patterns:** | Ss will use Time of the day / adverbs while they say their daily routines.انظف المنزل عند الظهيرةاذهب الي المدرسه في الصباح |
| **Materials Needed:** | flashcards colors charts matching sheets board game   |