

30-Day Unit Plan

Host school representatives and exchange teachers are encouraged to work together to complete the following section:

Unit Plan		
Theme/Topic: Who am I? من أكون؟		
Goals (<i>What should students know & be able to do by the end of the unit?</i>): By the end of this unit the students will be able to		
<ul style="list-style-type: none"> Ask and answer questions about their names, age, country, and nationality Describe their daily schedule Ask and answer questions about daily routines Express opinions about daily activities, schedules Compare and contrast culture norms of using names, greetings, and daily routine Talk about their imaginary family members and their numbers 		
Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication <i>Reference pg. 18-23</i>		
Interpretive (reading, listening, and/or viewing)	Interpersonal (Speaking and/or writing)	Presentational (Speaking and/or writing)
<ul style="list-style-type: none"> SS will observe each grammatical structure and analyze to deduce the rule through noticing colors and similarities and differences SS will watch a commercial for a product that promises to make life less stressful and analyze the effectiveness of the message SS will watch a video of Arabic greetings and reflect on what they have watched 	<ul style="list-style-type: none"> SS will create their name tag and use their letters as a code to get into the class daily SS will walk around the class interview each other and write each others names in arabic and take notes through checking a list. SS will talk about their favorite subject and their daily routine Teach one student out of class how to ask about the name in Arabic 	<ul style="list-style-type: none"> SS will present the new information they knew about their peers in the class. SS will create a video of meeting someone for the first time using Arabic culturally and ligusitically
Week 1		
Weekly Can-Dos for Students: (at least 1 & no more than 3) <i>Reference pg. 24-36</i>	By the end of this week SS will be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Greet and respond in Arabic using Merhaba and Assalam Alaikum <input type="checkbox"/> Ask questions about their names using ما اسمك / ما اسمها؟ <input type="checkbox"/> Use possessive pronouns to answer the questions and write their names 	
Formative Assessment Tasks:	respond to the greeting and the question of what is your name using the correct pronoun orally based on pictures to be able to write their name and identify the letters	
Standards: Communication Connections Culture Comparisons Communities	presentational communication: as they will introduce each other and know names Language comparison: as they will compare their names in English and Arabic to elicit the sound of the written letter	
Vocabulary:	- السلام عليكم / وعليكم السلام / مرحبا - كتابه اسمائهم باللغة العربية	
Grammar/Sentence patterns: (write these in the target language)	ما اسمك / ما اسمها؟ <input type="checkbox"/>	

Materials Needed:	Alphabet circles, sticky notes, markers, coloring pencils, foldable, scissors, glue sticks
Week 2	
Weekly Can-Dos for Students: (at least 1 & no more than 3) Reference pg. 24-36	By the end of this week SS will be able to: <input type="checkbox"/> Ask questions about their age using كم عُمرُك؟/ كم عُمرُها؟ <input type="checkbox"/> Count from 1 to 10 in the Arabic language <input type="checkbox"/> Answer “ where are you from” using either a country or a nationality
Formative Assessment Tasks:	Comprehension checks for TPRS tell the time solve a math problem (addition)
Standards: Communication Connections Culture Comparisons Communities	Interpersonal and Presentational communication: ss talk about their birthday, age and place of birth Connections: ss will write the time digitally in arabic
Vocabulary:	<input type="checkbox"/> بلد/ مصر/ مصري/ة / امريكا/ امريكي/ امريكيه/ روسيا/ روسي/روسية دول اخري/ الارقام من 1-10
Grammar/Sentence patterns:	تكوين السؤال <input type="checkbox"/> كم عُمرُك؟/ كم عُمرُك؟/ كم عُمرُك؟ <input type="checkbox"/> مين اين انت؟ <input type="checkbox"/> ماهويتك؟
Materials Needed:	Flags, numbers, bell, map, flyswatter, Chromebooks
Week 3	
Weekly Can-Dos for Students: (at least 1 & no more than 3) Reference pg. 24-36	By the end of this week SS will be able to: <input type="checkbox"/> communicate their feeling in Arabic in response to “ كيف حالُك؟ كيف حالُك؟ ” using “ بخير/ لست بخير/ سعيد/ حزين/ مُستاء ” <input type="checkbox"/> talk about likes and dislikes in the school's subjects <input type="checkbox"/> model a meeting with someone for the first time in Arabic
Formative Assessment Tasks:	identify the correct picture based on the heard word name each subject orally ask and answer how are you in arabic Kahoot Game
Standards: Communication Connections Culture Comparisons Communities	presentational communication: ss greet each other and present their name, feeling, age, country, nationality and likes and dislikes to each other culture: compare between the subjects for the same grade in Egypt and their
Vocabulary:	<input type="checkbox"/> بخير/ لست بخير/ سعيد/ حزين/ مُستاء <input type="checkbox"/> لغة/ رياضة/ حساب/ علوم/ دراسات/ تاريخ/جغرافيا
Grammar/Sentence patterns:	تكوين السؤال <input type="checkbox"/> كيف حالها؟ كيف حالك؟ كيف حالك؟ كيف حاله؟ <input type="checkbox"/> انا احب/ انا لا احب (النفي)
Materials Needed:	ball, pictures, emojis, a map, talking stick, Chromebooks
Week 4	
Weekly Can-Dos for Students: (at least 1 & no more than 3) Reference pg. 24-36	By the end of this week SS will be able to: <input type="checkbox"/> talk about their daily routine <input type="checkbox"/> use the following time expression correctly (صباحا /ظهرا/ مساء)
Formative Assessment Tasks:	Comprehension checks for TPRS through games SS interview each other using all the linguistic accumulative knowledge create a video using their name tags to introduce themselves to Arabic students which wil be assessed through a simple Rubric
Standards: Communication Connections Culture Comparisons Communities	presentational communication: as SS will create a video to talk about their personal information in Arabic Comparisons: compare between their daily routine and a routine of a student at EJS

Vocabulary:	صباحاً/مساءً/ظهراً <input type="checkbox"/>
Grammar/Sentence patterns:	تناول الإفطار/ الغداء/العشاء <input type="checkbox"/> اغسل وجهي/ اذهب الي المدرسة/العيب الرياضه/ أشاهد التلفاز/ ادّرس <input type="checkbox"/>
Materials Needed:	videos, pictures, markers, ppt

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

30 Day Unit Plan		
Theme/Topic: A Well-Balanced Lifestyle		
Goals (<i>What should students know & be able to do by the end of the unit?</i>): <ul style="list-style-type: none"> • 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 <i>Reference pg. 18-23</i>		
Interpretive (reading, listening, and/or viewing)	Interpersonal (Speaking and/or writing)	Presentational (Speaking and/or writing)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • SS will survey at least 5 classmates on activities that they do during the week. Make a graph that shows the most popular activities. 	<ul style="list-style-type: none"> • 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: (<i>at least 1 & no more than 3</i>) <i>Reference pg. 24-36</i>	<ul style="list-style-type: none"> • Describe their daily schedule • Ask and answer questions about daily routines 	
Formative Assessment Tasks:	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Review: Days of the week, school subjects • Vocabulary Focus: sports, activities 	
Grammar/Sentence patterns: <i>(write these in the target language)</i>	<ul style="list-style-type: none"> • (<i>le</i>) <i>lundi</i>... (on Mondays) • qui, que, quoi, quel, quelle, quels, quelles (interrogative pronouns and adjectives) 	
Materials Needed:	<ul style="list-style-type: none"> • Textbook Ch. 6 • Blog post from a French teenager • Teacher-made flashcards 	