**TCLP Exchange Teacher:** Eman Farag.

**School:** Brooklyn Emerging Leaders Academy High School, Brooklyn, New York. **Level:** Novice.

**Month:** 29th Aug- 23rd Sep.

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| **30 Day Unit Plan** | | | |
| **Theme/Topic:** Greetings and Introductions | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  **1-**Introduce themselves in Arabic.  **2-**Greet others politely in Arabic.  **3-**Use polite body language for greeting others in Arab cultural contexts.  **4-**Ask and respond to questions about how they are doing.  **5-**Take leave of someone else and say goodbye to someone who is leaving.  **6-**Ask how to say something.  **7-**Ask the meaning of a word.  **8-**Ask their teacher or classmate to repeat what they said.  **9-**Respond to a yes or no question.  **10-**Ask and respond to questions about where they are from.  **11-**Ask and respond to questions about their age.  **12-**Introduce a friend to others.  **13-**Tell others what their family background is.  **14-**Tell what other`s family backgrounds are, such as friends and famous people.  **15-**Write down their own or someone else`s phone number in Eastern Arabic numerals.  **16-**Ask someone else for their email address and phone number.  **17-**Respond to requests for their email address and phone number.  **18-**Identify the major features of the Arabic alphabet.  **19-**Read, write, pronounce, and connect the consonants: ب     ت    ث | | | |
| **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) |
| 1-Students listen to different audios and videos about greetings in Arabic.  2-Students watch videos about different ways of greeting in Arabic, and watch a video about an Egyptian song.  3- Students read the Arabic numbers.  4-Students watch videos and listen to audios about sentences about introducing their friends to others.  5- Students listen to audios about how to say their age and ask others about their age.  6-Students watch videos about Arabic numbers and letters.  7-Students read the numbers and letters in Arabic. | | 1-Students introduce themselves in Arabic, and work in pairs to practice greeting each other.  2-Students write the Arabic numbers.  3-Students talk about their ages, and ask each other about their ages.  4-Students talk about their identity and origin and their families` identities and origins. | 1-Students introduce themselves and say their city and state, and greet each other in Arabic.  2-Students ask their teacher and classmates to repeat what they said.  3-Students respond to a yes and no questions correctly.  4-Students write the Arabic numbers and pronounce it correctly.  5-Students introduce their friends.  6-Students say their ages, and take a leave of the teacher. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  Reference pg. 24-36 | 1. 1 1-Students can introduce themselves and say "Hello" in Arabic. 2. 2-Students can greet others politely in Arabic. 3. 3-Students can use polite body language for greeting others in Arab 4. Cultural contexts. 5. 4-Students can ask and respond to questions about how they are doing. 6. 5-Students can take leave of someone else and say goodbye to someone 7. Who is leaving. 8. 6-Students can ask how to say something. 9. 7-Students can ask the meaning of a word. 10. 8-Ask the teacher or classmate to repeat what they said. 11. 9-Students can respond to a yes or no question. | | |
| **Formative Assessment Tasks:** | 1-Teacher will observe students greeting each other and introducing themselves and using the new expressions in class and in dialogues with each other.  2-Teacher will observe students as they practice asking each other the learned questions and respond correctly in Arabic.  3-Students introduce themselves and greet each other, and form correct sentences about how they are doing.  4-Teacher checks students` pronunciation while saying the expressions.  5-Students do different activities and pair and group work in which they make usage of the new expressions.  1 | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | 11 **-Communication:**  1-Students will do speaking activities in which they will introduce themselves, greeting each other, and ask and answer questions about how they are doing.  2-Students will ask the teacher to repeat what she said.    **-Culture:**  1-Students will know that in the Arab culture women might not kiss or shake hands with men when they greet them.  **-Comparisons:**  1-Students will compare the ways of greeting and introducing oneself in America and the Arab world.  **-Communities:**  1-Students will work with each other in pairs and groups. | | |
| **Vocabulary:** | اسمي - التحيات والتقديمات – مرحباً - صباح الخير - مساء الخير - مع السلامة –  كيف الحال - أهلا وسهلا - عفوا - سعيد بلقاءك- وداعا- رجاء -نعم - لا - سؤال - عندي سؤال - بالعربية - بالإنجليزية - مرة ثانية - السلام عليكم - تشرفنا - أهلا - انا بخير - أين  - مدينة ولاية - شكرا - ليلة سعيدة | | |
| **Grammar/Sentence patterns:**  (write these in the target language) | **(1)** The subject pronouns: **I ana أنا**  **You (M.) anta أنت**  **You (F.)**  **antii انتي**  **(2)** Questions.  **(3)** Negation. | | |
| **Materials Needed:** | 1-Blackboard.  2-Textbook.  3-Laptop and projector.  4-Powerpoind presentation.  5-Handouts.  6-Videos.  7-Songs.  8-Audios. | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:** (at least 1 & no more than 3)  Reference pg. 24-36 | 111 1-Students can ask and respond to questions about where they are from.  2-Students can count from zero to ten.  3-Students can count from 11 to 20.  4-Students can ask and respond to questions about their age. | | |
| **Formative Assessment Tasks:** | 1-Students will count different items and say the numbers correctly.  2-Students will use numbers to talk about their age, and ask and answer questions using numbers. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | **-Communication:**  1-Students ask and answer each other questions about where they are from.  2-Students count from zero to 20, and ask and answer each other questions about their age.  3- Students ask and answer questions using Arabic numbers.  **-Connections:**  1-Students will connect numbers with their ages, and will use Arabic numbers to talk about their age and ask others about their ages.  **-Culture:**  1-Students will know the difference between Arabic and English numbers.  **-Comparisons:**  1-Students will make a comparison between the Arabic and the English numbers.  **-Communities:**  1-Students will work with each other in pairs and groups. | | |
| **Vocabulary:** | مدينة - ولاية - الأعداد : صفر - عشرون  العمر - عمري - سنة  -  هذا  -  هذه | | |
| **Grammar/Sentence patterns:** | **(1)** subject pronouns.  **(2)** Questions. | | |
| **Materials Needed:** | 1-Blackboard.  2-Textbook.  3-Laptop and projector.  4-Powerpoint presentation.  5-Handouts.  6-Videos.  7-Laminated Arabic Number Poster.  8-Different objects in the classroom.  9-Audios. | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  Reference pg. 24-36 | 1-Students can introduce a friend to others.  2-Students can tell others what their family background is.  3-Students can tell what other`s family backgrounds are, such as friends and famous people. | | |
| **Formative Assessment Tasks:** | 1-Teacher will observe the students employing the new expressions in their pair work and group work activities.  2-Students will introduce their friends to their classmates, using the new expressions.  3-Students will work on different activities in which they make use of the new expressions.  4-Students will talk about their backgrounds and the backgrounds of their families and the teacher will observe their usage of the new expressions. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | **-Communication:**  1-Students ask and answer each other questions about their friends and their backgrounds and the backgrounds of their families.  **-Culture:**  1-Students will know the cultures of different backgrounds.  **-Comparisons:**  1-Students will connect between different backgrounds.  **-Communities:**  1-Students will work with each other in pairs and groups. | | |
| **Vocabulary:** | **صديقي - صديقتي. - أصل. - عربي - أمريكي – أسباني – سوري – أيضا - لكن**  **السكان الأصليين - الهوية والأصل.** | | |
| **Grammar/Sentence patterns:** | **(1)** subject pronouns.  **(2)** Questions. | | |
| **Materials Needed:** | 1-Blackboard.  2-Textbook.  3-Laptop and projector.  4-Powerpoind presentation.  5-Handouts.  6-Videos.  7-Audios. | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | 1- Students can write down their own or someone`s else phone number in Eastern Arabic numerals.  2- Students can ask someone else for their email address and phone number.  3**-**Students can write the dates and their birth dates using Eastern Arabic numerals.  4-Students can respond to requests for their email address and phone number.  5-Students can identify the major features of the Arabic alphabet.  6-Students can read, write, pronounce, and connect the consonants: ب     ت    ث | | |
| **Formative Assessment Tasks:** | 1-Students will work on many different activities to employ apply what they learn.  2-Students make dialogues in which they ask and answer each other questions using numbers.  3-Students write different words using the new letters.  4-Students will work on different activities in which they will use the new expressions and letters.  5-Students will use numbers to write their birthdates and their phone numbers. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | **Communication:**  1-Students will do speaking activities in which they will ask and answer questions about their phone numbers and birth dates.  **-Connections:**  1-Students will connect between numbers and Math and will work on some Math equations in Arabic.  **-Culture:**  1-Students will learn about the Arabic numerals.  **-Comparisons:**  1-Students will compare between the Arabic numbers and the English numbers and the way dates are written in Arabic and English.  **-Communities:**  1-Students will work with each other in pairs and groups. | | |
| **Vocabulary:** | رقم هاتفك - السوق - البريد الالكتروني - عنوان - الحروف العربية - حبيب - بعد - بين - كباب - أنت - تمت - حتى - حياتي - كثير - ثانية - مثل - ثلاث | | |
| **Grammar/Sentence patterns:** | **(1)** subject pronouns.  **(2)** Questions:  Asking and answering questions about phone numbers (for male & female).  **ما رقم هاتفك؟**  **رقمي.....** | | |
| **Materials Needed:** | 1-Blackboard.  2-Textbook.  3-Laptop and projector.  4-PowerPoint presentation.  5-Handouts.  6-Videos.  7-Audios. | | |