# Unit Plan Template

Click on any descriptive text, then type your own.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit Author** | | | | | | |
| First and Last Name | | | | | Hend Elhendy | |
| School Name | | | | | Roosevelt High School | |
| School City, State | | | | | Washington , DC | |
| **Unit Overview** | | | | | | |
| **Unit Title**  What do you want to buy? | | | | | | |
| **Unit Summary** | | | | | | |
| Through this unit, students will be able to identify miscellaneous items they can buy in relation to the names of the shops. They will be able to ask and answer questions for shopping at a stationary store in Arabic. They can also use the American currency to tell and ask about the price. | | | | | | |
| **Subject Area** | | | | | | |
| Foreign language | | | | | | |
| **Grade Level** | | | | | | |
| Novice | | | | | | |
| **Approximate Time Needed** | | | | | | |
| 4 weeks | | | | | | |
| **Unit Foundation** | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| Communication Standard 1.1 Interpersonal  Communication Standard 1.2 Interpretive  Communication Standard 1.3 Presentational  Cultures Standars 2.1 , 2.2  Connections Standards 3.1, 3.2  Comparisons Standards 4.1, 4.2  Communities Standards 5.1, 5.2 | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | |
| Students will be able to:   * Learn new vocabulary and grammar in context * Identify the Egyptian currency and also using the American currency for shopping. * Practice talking to their new colleagues in Arabic * Understand the new vocabulary through pictures and Arabic phrases * Ask and answer questions about the price, size and the colors. * Start a conversation in different contexts like the restaurants, clothes shops ….etc. * Differentiate the feminine and the masculine pronouns in Arabic * Practice the new structures in different contexts and conversations. * Recognize the Egyptian currency and the different rates of the US dollars and the Egyptian pound * They learn about the Egyptian Exchange. | | | | | |
| **Curriculum-Framing Questions** | | | | | |
|  | | **Essential Question** | | What do you want to buy? | |
|  | | **Unit Questions** | | How much is it?  Can I help you?  I need, want …….. | |
|  | | **Content Questions** | | What color is it ?  What size is it ?  Is there tooth paste, honey, candies ….etc? | |
| **Assessment Plan** | | | | | |
| **Assessment Timeline** | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * Revise the units that the students learned so far, ( introducing themselves, greetings and nationalities of different Arab countries) | * Learn the new vocabulary presented in the unit | * Read the dialogues twice * Practice reading these dialogues * Read these dialogues aloud to make sure of the correct pronunciation | * Role-play these dialogues in pairs * Describe things and people using different adjectives | * The students are asked to practice the dialogues in their text books. * They are also asked to form and write sentences using the new vocabulary, pronouns and adjectives they learned |  | | | | | | | |
| **Assessment Summary** | | | | | |
| Interactive oral test  Teacher will give a situation to act out to other students. They will have 5 minutes to revise the ways of introducing themselves and then start a dialogue.  Grammar test  Vocabulary test  Organize a real situation through which they are going to use the language they learned. | | | | | |
| **Unit Details** | | | | | |
| **Prerequisite Skills** | | | | | |
| According to the natural development of language acquisition , Students will practice listening , speaking , reading and writing. | | | | | |
| **Instructional Procedures** | | | | | |
| Listen to different questions, “who is this girl?”  Discuss different ways and questions about other people .  Reading comprehension/complete sentences  Grammar and new vocabulary  Complete vocabulary, words and sentences with a missing letter  Reading comprehension to be able to read and understand a dialogue in Arabic  Oral activity about introducing and asking questions about other people  Write different questions about people, things and colours. | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | |
|  | **Special Needs Students** | | Extended time, small groups, usage of computers. Oral presentation instead of a written test. | | |
|  | **Nonnative Speakers** | | Tutoring , usage of disctionaries, usage of computers, peer tutor, videos and pictures, oral quiz and written test. | | |
|  | **Gifted/Talented Students** | | Independent study,longer essays, various activities. Using peer correction, these students can help their colleagues to learn and correct their mistakes. | | |
| **Materials and Resources Required For Unit** | | | | | |
| **Technology – Hardware** (Click boxes of all equipment needed) | | | | | |

|  |  |  |
| --- | --- | --- |
| Camera  Computer(s)  Digital Camera  DVD Player  Internet Connection | Laser Disk  Printer  Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other |
| **Technology – Software** (Click boxes of all software needed.) | | |
| Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  Internet Web Browser  Multimedia | Web Page Development  Word Processing  Other |

|  |  |
| --- | --- |
| **Printed Materials** | Textbook, activity book , videos, flash cards, tests, quizzes |
| **Supplies** | Art supplies |
| **Internet Resources** | Personal email, Web browser |
| **Other Resources** |  |

Programs of the Intel® Education Initiative are funded by the Intel Foundation and Intel Corporation.

Copyright © 2007, Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries. \*Other names and brands may be claimed as the property of others.