# Unit Plan Template

Click on any descriptive text, then type your own.

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| **Unit Author** | | | | | | |
| First and Last Name | | | | | Hend Elhendy | |
| School District | | | | | DC | |
| School Name | | | | | Roosevelt High School | |
| **Unit Overview** | | | | | | |
| **Unit Title**  My School | | | | | | |
| **Unit Summary** | | | | | | |
| Through this unit, students will be able to identify the classroom objects and other stuff inside the school. They will be able to start small talks with the new students in Arabic. | | | | | | |
| **Subject Area** | | | | | | |
| Foreign language | | | | | | |
| **Grade Level** | | | | | | |
| Arabic1 | | | | | | |
| **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 feminine and masculine pronouns * Practice talking to their new colleagues in Arabic * Understand the new vocabulary through pictures and Arabic phrases * Introduce themselves in Arabic to other people and how to welcome the new students. * Differentiate the feminine and the masculine pronouns in Arabic * Identify Arabic names , classroom items and other things they may encounter in their school | | | | | |
| **Curriculum-Framing Questions** | | | | | |
|  | | **Essential Question** | | What can you see in your school?  Who is this girl?  Who is that boy? | |
|  | | **Unit Questions** | | What is this?  What is that? | |
|  | | **Content Questions** | | What coulour is it? | |
| **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) | | | | | |

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| 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 |

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

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