# Unit Plan Template

Click on any descriptive text, then type your own.

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| **Unit Author** |
| First and Last Name  | Eman Bekheet |
| School District | VIBE |
| School Name | International High School |
| School City, State | New Orleans, LA |
| **Unit Overview** |
| **Unit Title** |
| Unit 7 What are you doing ? Unit 8 In the morning ? |
| **Unit Summary** |
| Unit 7 and unit 8 are mainly focusing on the daily routine and domestic activities. Students will revise the pronouns , conjugations of the verbs. Furthermore, they also revise the days of the week as well as some verbs they can use to form sentences. Students will be able to talk about their domestic activities and their daily routine. They will also be able to get the conjugations of different verbs in relation to the pronoun being used in the sentence.  |
| **Subject Area** |
| Foreign language |
| **Grade Level**  |
| Arabic2 |
| **Approximate Time Needed**  |
| 4 weeks |
| **Unit Foundation** |
| **Targeted Content Standards and Benchmarks**  |
| Communication Standard 1.1 InterpersonalCommunication Standard 1.2 InterpretiveCommunication Standard 1.3 PresentationalCultures Standars 2.1 , 2.2Connections Standards 3.1, 3.2Comparisons Standards 4.1, 4.2Communities Standards 5.1, 5.2 |
| **Student Objectives/Learning Outcomes** |
| Students will be able to:* Learn new vocabulary and grammar in context.
* Ask and answer questions about domestic activities.
* Talk about their daily routine.
* Complete a dialogue about the house and the domestic activities as well.
* Learn verbs about daily life routine.

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| **Curriculum-Framing Questions** |
|  | **Essential Question**  | What are you doing?Who is she? What is she doing? |
|  | **Unit Questions** | What is he doing ?What is she doing?Who is in the kitchen, bedroom, living room ….etc? What do you do in the morning, afetrnoon or the evening ?  |
|  | **Content Questions** | Where is your father, mother, sister …..etc? What does he do in the morning , afternoon ….etc?  |
| **Assessment Plan** |
| **Assessment Timeline** |
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| **Before project work begins** | **Students work on projects and complete tasks** | **After project work is completed** |
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| * Discuss in class the daily routine and the daily activities.
* Greet the students and then ask them yes or no questions related to daily activities.
 | Revise days of the week and different periods of the day. | * Use flashcards for the days of the week and mention the activities they do everyday.
* Use vocabulary and expressions to talk about their daily routine.
 | * Identify the different periods of the day in Arabic.
 | * The students are asked to give oral presentations about their daily life routine.
* Practice asking and answering questions about the daily routine.
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| **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 about who they are and from which country.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 new vocabulary related to the days of the week, periods of the day and the daily activities. Discuss different ways and expressions used to talk about their daily routine.Revise words related to the days of the week, the periods of the days and the actions. Reading comprehension/complete sentencesGrammar and new vocabularyComplete vocabulary and words with a missing letter Reading comprehension to be able to read and understand a dialogue in Arabic Oral activity about greetings and introducing themselves to other people and talk about the daily activities. Write different expressions used for asking people about their daily routine. |
| **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, CDs, flash cards, tests, quizzes, work sheets |
| **Supplies** |  |
| **Internet Resources** | Personal email and web browser  |
| **Other Resources** |  |