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Appendix I: Unit Template

Language and Level / Grade	Arabic, Novice H-I Low	Approximate Length of Unit	82 hours
Performance Range	9 th -12 th grade	Approximate Number of Minutes Weekly	4-6 weeks
Theme/Topic	Contemporary Life / Clothes		
Essential Question	What do my clothes say about me?		
Unit Goals			
<i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ol style="list-style-type: none"> 1. Describe clothing and give reasons for their choice of clothing based on weather, place, and occasion. 2. Ask and answer questions about what to wear: where, when, and why. 3. Understand how people adjust their clothing to the place and the community they are visiting. 4. Express opinion for what they like & don't like to wear. 		
Summative Performance Assessment Tasks			
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. ⑩ The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks. ⑩ The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. 	Interpretive Mode		
	Student will read an advertisement from Carrefour Egypt about the discount/sales that on clothing and complete comprehension Guide	-Student watch 3 short videos (open sesame) about a small boy who is talking about what to wear in Eid celebration and complete comprehension Guide - Layalina web Video about clothes never end as a fashion -	
	Presentational Mode	Interpersonal Mode	
	On Demand: Students will present their life story through their own fashion trends and festival customs, events, and activities, using simple sentences paired with images and real life examples of clothing styles.	You arrived from a trip, but your luggage didn't. You need to borrow something to wear from your peer. In pairs, ask and answer questions about the place where you are going and the event you will attend and come to an agreement about the best attire to wear.	

<p>10 The tasks incorporate 21st Century Learning.</p>		
Standards		
<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective</i></p>	<p>Relating Cultural Practices and Products to Perspectives</p> <p>Product and Perspectives: Arabic clothes; like Abayah, galabiyya, head cover for men and women and the expectations to dress modestly.</p> <p>Practice and Perspectives: Different groups of Middle Eastern people dress differently based on religion, social and economical status.</p>	
<p>Connections (Sample Evidence)</p>	<p>Making Connections to Other Disciplines</p>	<p>Acquiring Information and Diverse Viewpoints</p>
<p>Comparisons (Sample Evidence)</p>	<p style="text-align: center;">Language Comparisons</p> <p>4.1 Clothes cognate: - بلوزة - قميص - بنطلون - صندل - جاكيت - بيجامة</p> <p>(4.2)Using the language to compare their own language with the target language.</p>	<p style="text-align: center;">Cultural Comparisons compare what people wear in streets in ME to what people wear in streets in the USA</p> <p>How do people dress differently in the Middle East (long/modesty)?</p> <p style="text-align: right;">واسعة - ضيقة - قصيرة - طويلة - خليجية - شامية - مغربية - عربية - مُحْتَشَمَةٌ (4.2)</p>
<p>Communities (Sample Evidence)</p>	<p style="text-align: center;">School and Global Communities</p> <ul style="list-style-type: none"> - 5.1 Share your findings about clothing to the Chinese/Turkish or other language learners in your school. - 5.2 Share your finding about clothing with your family and get their previous experience about the middle east clothing 	<p style="text-align: center;">Lifelong Learning</p> <ul style="list-style-type: none"> - Clothing has different aspects from culture to culture. - What is common and what is different about clothing. - people are different and wear different clothes

<p>Connections to Other Standards</p>	<p>Connections to other subjects: 3.1 Social studies; Locate Countries in the Middle East and their custom of clothing. 3.2 Geography: Clothing and weather</p>	
<p>Toolbox</p>		
<p>Can Do Statements</p>		
<p>Interpretive</p>	<ul style="list-style-type: none"> - I can recognize clothing vocabulary from Arab world - I can understand a short video of what people wear in some of Middle East country - I can identify different style of clothes in each region of Middle East (Levant), (Gulf country), & (North Africa) - I can recognize similar clothing vocabulary in the target language to my own language - I can identify different clothing for woman - I can identify different clothing and occasion 	
<p>Presentational</p>	<ul style="list-style-type: none"> - (S & W) I can give some details about what people wear and why in Middle East - (Speaking) Describe my feelings when others reacted to me as I dress differently - Describe what people dress in each region - I can describe factors determine the clothing - I can give the characteristics of Eid clothes - I can give reasons why/why not I like or don't like these clothing 	
<p>Interpersonal</p>	<ul style="list-style-type: none"> - With peers - I can ask my peers about what they like to wear, where, when, and why. - I can answer questions about what I wear where, when, and why. - I can recommend and get recommendation about clothing to wear in the Middle East - I can ask and answer questions about clothing - I can give reasons why/why not I like or don't like these clothing 	
<p>Supporting Functions</p>	<p>Supporting Structures / Patterns</p>	<p>Priority Vocabulary</p>
<ul style="list-style-type: none"> - Identifying: Identify the type of clothes that people wear in the Middle East 	<p>Type of clothing examples of Levant - Gulf countries - North Africa أنواع الملابس</p>	<p>ملابس - خفيفة - ثقيلة - واسعة - ضيقة - قصيرة - طويلة - خليجية - شامية - مغربية - عربية - محتشمة أحب - لا أحب - أليس / أرثدي</p>
<ul style="list-style-type: none"> - Describing: Describe people fashion trends in specific region 	<p>Major facts about people wearing clothes at the streets in Middle East region في أي بلد يلبس الرجال البيشت؟ في شوارع لبنان يلبس الناس ملابس عربية</p>	

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<p>- Describe your clothing in different activities and events</p>	<p>- I wear Thawb at Eid - أحب أن ألبس ثوب العيد في العيد - I like sports clothes أحب أن ألبس ثوب العيد / ملابس الرياضة</p>	
<p>- Asking and answer questions about clothing</p>	<p>I like to wear/don't like ماذا تحب أن تلبس؟ / ماذا تلبس؟ أحب - لا أحب - ألبس / أرئدي</p>	
<p>Key Learning Activities/Formative Assessments <i>This is a representative sample of activities/assessments across the 3 modes of communication.</i></p>		
<p>Learning Activity/Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit).</i></p>	<p>How does this activity support the unit goals or performance tasks?</p>	<p>Mode of Communication</p>
<p>Teacher will present clothing in the traveling bag and what she puts in her own traveling bag. Students have to raise up his/her written card</p>	<p>Students raise vocabulary cards when they hear the teacher saying it. The vocabulary cards for the presentation of the teacher , randomly distributed to them.</p>	<p>Interpretive</p>
<p>Sharing finding about clothing</p>	<p>I can describe factors determine the clothings</p>	<p>Interpersonal Mode</p>

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<p>Students will present a country or region to visit and what they would like to wear there.</p>	<p>Summative Assessment</p>	<p>Presentational</p>
Resources		Technology Integration
<ul style="list-style-type: none"> - Istizada : Arab Clothing http://istizada.com/arab-clothing-the-ultimate-guide/ - Vocab for clothes: https://www.youtube.com/watch?v=3daaHycErdc - Types of clothes: Sayidaty fashion <li style="text-align: right;">ملابس اطفال شارع فلسطين <li style="text-align: right;">ملابس محجبات <p>What to wear and do at Eid</p>	<ul style="list-style-type: none"> - Reading Guide about Arab Clothing -Youtube Video for children -Reading with pictures Sayidaty Fashion -Pictures -Pictures -Open sesame video 	

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<p>https://www.youtube.com/watch?v=_0Tmv2Gsa94</p> <p>- Kufiya</p>	<p>-Website about different types of Kufiya</p>
<p>https://www.kufiya.org/nederlands/hibawi/</p> <p>- Embroidery التطريز</p>	<p>-Reading</p>
<p>https://en.wikipedia.org/wiki/Palestinian_costumes</p> <p>- Layalina</p> <p>قطع-ملايس-واكسسوار-لا-تنتهي-موضتها-أبدأ-مع-الوقت</p>	<p>-Video about clothes never end as a fashion</p>
<p>- Ramadan Fashion أزياء لرمضان</p>	<p>-Ramadan Ocacion and Fashion</p>

Daily Schedule

<p>Day 1 :</p> <p>Teacher presenting PPT “ what you put in your traveling bag”?</p> <p>Can Do Statement:</p> <p>1- I can identify name of clothes in the target language</p> <p>2- I can ask and answer questions about clothes</p> <p>3- I can recognize similar clothing vocabulary in the target language to my own</p>
<p>Day 2:</p> <p>Teacher present what she put in her traveling bag; start to introduce the Middle east type of clothes</p> <p>Can Do Statement :</p> <p>1- I can identify clothes from Middle east with their names</p> <p>2- Describe what people dress in each region</p> <p>3- I can ask and answer question about what people wearing in different region in the middle east</p>
<p>Day 3:</p> <p>Teacher will present a reading guide to Arab clothing Arab Clothing: The Ultimate Guide</p> <p>Can Do statement :</p> <p>1- I can identify the description to different type of clothing</p> <p>2- I can ask and answer questions about clothing in different region</p> <p>3- I can describe factors determine the clothing</p>

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Day 4 : Teacher show a short video about Eid clothes (open sesame)

- Picture from Saydayti magazine about different type of occasion and Abaya

Can do statement:

- 1- I can give the characteristics of Eid clothes
- 2- I can identify different clothing for woman
- 3- I can identify different clothing and occasion

Day 5:

Student with a partner will present what country/ region to visit and what he/she like to wear

Can do statement:

- 1- I can describe what I'm wearing
- 2- I can ask and answer questions about like or don't like certain clothing
- 3- I can give reasons why/why not I like or don't like certain clothing