Appendix I: Unit Template

<table>
<thead>
<tr>
<th>Language and Level / Grade</th>
<th>Approximate Length of Unit</th>
<th>Performance Range</th>
<th>Approximate Number of Minutes Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic, Novice H-I Low</td>
<td>82 hours</td>
<td>9th-12th grade</td>
<td>4-6 weeks</td>
</tr>
</tbody>
</table>

**Theme/Topic**
Contemporary Life / Clothes

**Essential Question**
What do my clothes say about me?

**Unit Goals**
Learners will be able to:
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**

**Interpretive Mode**

- Student will read an advertisement from Carrefour Egypt about the discount/sales that on clothing and complete comprehension Guide

**Presentational Mode**

- 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

**Interpersonal Mode**

- 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.

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The tasks incorporate 21st Century Learning.

## Standards

### Cultures (Sample Evidence)

Indicate the relationship between the product, practice, and perspective

### Relating Cultural Practices and Products to Perspectives

**Product and Perspectives:** Arabic clothes; like Abayah, galabiyya, head cover for men and women and the expectations to dress modestly.

**Practice and Perspectives:** Different groups of Middle Eastern people dress differently based on religion, social and economical status.

### Connections (Sample Evidence)

Making Connections to Other Disciplines

| 3.1 Social studies: Locate Countries in the Middle East and their custom of clothing.  
| 3.2 Geography: regions and weather |

Acquiring Information and Diverse Viewpoints

| Cultural Comparisons  
| compare what people wear in streets in ME to what people wear in streets in the USA  
| How do people dress differently in the Middle East (long/modesty)? |

Language Comparisons

**4.1 Clothes cognate:** بلوزة - قميص - بنطلون - صندل - جاكيت - بيجامة

**4.2 Using the language to compare their own language with the target language.**

| (4.2) Using the language to compare their own language with the target language. |

### Comparisons (Sample Evidence)

| School and Global Communities |

- 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

### Communities (Sample Evidence)

| Lifelong Learning |

- Clothing has different aspects from culture to culture.  
- What is common and what is different about clothing.  
- people are different and wear different clothes

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## Connections to Other Standards

3.1 Social studies; Locate Countries in the Middle East and their custom of clothing.

3.2 Geography: Clothing and weather

## Toolbox

### Can Do Statements

#### Interpretive

- 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

#### Presentational

- (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

#### Interpersonal

- 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

## Supporting Functions

<table>
<thead>
<tr>
<th>Supporting Functions</th>
<th>Supporting Structures / Patterns</th>
<th>Priority Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifying: Identify the type of clothes that people wear in the Middle East</td>
<td>Type of clothing examples of Levant - Gulf countries - North Africa أنواع الملابس</td>
<td>ملابس - خفيفة - ثقيلة - صوفية - قصيرة - طولية - خليجية - شامية - مغربية - مختشمة - أجب - لا أجب - ألبس / أرتدي</td>
</tr>
<tr>
<td>- Describing: Describe people fashion trends in specific region</td>
<td>Major facts about people wearing clothes at the streets in Middle East region</td>
<td>في أي بلد يلبس الرجال الدانتز؟ في شوارع لبنان يلبس الناس ملابس غريبة</td>
</tr>
</tbody>
</table>
- Describe your clothing in different activities and events
  - I wear Thawb at Eid
  - أحب أن ألبس ثوب العيد في العيد
  - I like sports clothes
  - أحب أن ألبس ثوب العيد / ملابس الرياضة

- **Asking and answer** questions about clothing
  I like to wear/don’t like
  - ماذًا تحب أن تلبس؟ / مازا تلبس؟
  - أحب أن ألبس ثوب العيد

### Key Learning Activities/Formative Assessments

*This is a representative sample of activities/assessments across the 3 modes of communication.*

<table>
<thead>
<tr>
<th>Learning Activity/Formative Assessment</th>
<th>How does this activity support the unit goals or performance tasks?</th>
<th>Mode of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong> 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</td>
<td>Students raise vocabulary cards when they hear the teacher saying it. The vocabulary cards for the presentation of the teacher, randomly distributed to them.</td>
<td><strong>Interpretive</strong></td>
</tr>
<tr>
<td>Sharing finding about clothing</td>
<td>I can describe factors determine the clothings</td>
<td><strong>Interpersonal Mode</strong></td>
</tr>
</tbody>
</table>

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Students will present a country or region to visit and what they would like to wear there.

Summative Assessment

Presentational

Resources

- Istizada: Arab Clothing
  http://istizada.com/arab-clothing-the-ultimate-guide/

- Vocab for clothes:
  https://www.youtube.com/watch?v=3daaHyCErde

- Types of clothes:
  Sayidaty Fashion

What to wear and do at Eid

Technology Integration

- Reading Guide about Arab Clothing

- Youtube Video for children

- Reading with pictures Sayidaty Fashion

- Pictures

- Pictures

- Open sesame video

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<table>
<thead>
<tr>
<th>Kufiya</th>
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<tr>
<td>Website about different types of Kufiya</td>
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<table>
<thead>
<tr>
<th>Embroidery</th>
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<tbody>
<tr>
<td>Reading</td>
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<th>Palestinian costumes</th>
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<td>Video about clothes never end as a fashion</td>
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<tr>
<th>Ramadan Fashion</th>
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<tr>
<td>Ramadan Ocacion and Fashion</td>
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Daily Schedule

**Day 1:**
Teacher presenting PPT “what you put in your traveling bag”?

Can Do Statement:
1. I can identify name of clothes in the target language
2. I can ask and answer questions about clothes
3. I can recognize similar clothing vocabulary in the target language to my own

**Day 2:**
Teacher present what she put in her traveling bag; start to introduce the Middle east type of clothes

Can Do Statement:
1. I can identify clothes from Middle east with their names
2. Describe what people dress in each region
3. I can ask and answer question about what people wearing in different region in the middle east

**Day 3:**
Teacher will present a reading guide to Arab clothing

Can Do statement:
1. I can identify the description to different type of clothing
2. I can ask and answer questions about clothing in different region
3. I can describe factors determine the clothing
| 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 |