**Designing Thematic Units Using Integrated Performance Assessment**

Families and communities: **Cities**

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| **Language and** **Level / Grade** | Arabic1 –**Novice high- Intermediate low**  | Approximate Length of Unit | **4-6 weeks** |
| Approximate Number of Minutes Weekly | **250 minutes (50 min / day)** |
| **Theme/Topic****Essential Question** | **Cities** | **Essential Question:** **How does the city you live in influence your life style?** |
| **Goals***What should learners know and be able to do by the end of the unit?*  | **Learners will be able to:**Recognize different cities around the world.Describe the city.Give and follow directions in the city using the Arabic language.Ask and answer questions about their cities.Express opinion and justify.Compare between a city in the USA and one from Arab speaking countries. |
| **Summative****Performance Assessment***• These tasks are real-world & demonstrate application of learning* *• They are integrated throughout the unit.* • *The template encourages multiple interpretive tasks that inform the content of the presentational and interpersonal tasks.**• The tasks incorporate 21st Century Skills: Communication, Collaboration, Critical Thinking, Creativity.* | **Interpretive Mode**1 ) watch a video through **play Posit** about “ Tour in Casablanca 2016” then answer comprehension questions on the website.2) Use the attached map about Cairo streets to give/ write directions to places indicated in the questions. [https://www.google.com/maps/@30.0549077,31.2477516,19z](https://www.google.com/maps/%4030.0549077%2C31.2477516%2C19z)3) Watch the given video about “the best 10 cities in the world” through **ED puzzle** and give your opinion about why these cities were chosen as the best cities. <https://www.youtube.com/watch?v=LPrrnytrHGE> |
| **Presentational Mode**-Pretend that you are a tourist guide to your city. Use **iMovie** to make a video to describe the city including places people can visit and explain why. - write a description of your city including pictures of some places and links to visit. Upload your work into **wiki** and invite your classmates and other people to post comments.  | **Interpersonal Mode**Communicate with Arabic learners during school time in another state to discuss the positive and negative of living in the cities including their opinions using **Skype**. Students have to prepare questions to ask in this conference. |
| **Cultures**(Sample Evidence)*Indicate the relationship between the product, practice, and perspective.*  | **Product:** Cities from Arab world**Practice** : The way people build their cities in the Arab world **Perspective:** Identify the important of spaces  |
| **Connections**(Sample Evidence) | **Making Connections** | **Acquiring Information** |
|  Geography Social Studies  | **Websites**: Tunis, capital of Tunisia/ Tour of Cairo/ASSILAH - أصيلة**Song**: Fairouz - Li Beirut - فيروز – لبيروت**Articles**: وصف مدينة مراكشالرياض عاصمة المملكة العربية السعودية بالصور**Maps for directions:**<https://www.mapquest.com/tunisia/tunis-283515047><https://www.mapquest.com/us/minnesota/amusement-parks-bloomington/mall-of-america-22942955?layer=grocery-stores&layer=coffee-shops&layer=parking-garages> |
| **Comparisons**(Sample Evidence) | **Language Comparisons** | **Cultural Comparisons** |
| City / مدينةCities/ مدن | Cities from USA and Arab world. |
| **Communities**(Sample Evidence) | **School and Community** | **Lifelong Learning** |
| Students write descriptions of their city including pictures of some places and links to visit and upload their work into **wiki.**  | Continuing learning and enhancing the students’ interest in learning more about different Arab cities. |
| **Connections to Common Core** | **Reading2.** Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.**Reading 10.** Read and comprehend complex literary and informational texts independently and proficiency.**Writing 5**. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**Writing 8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**Speaking and Listening 1**. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. **Speaking and Listening 4.** Present information, findings , and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Toolbox****Functions:**Describing places of the city.Giving directions to places in the city using the Arabic language.Asking and responding to questions about the city.Expressing opinions about the cities. |
|  **Can-do Statements**  | **Related Structures / Patterns** | **Priority Vocabulary** |
| **Interpretive** | **Questions:** **ماذا – أين – هل – كيف** – **لماذا –** **Negation:****أحب / لا أحب****أفضل / لاأفضل****أذهب / لا أذهب****أعرف/ لا أعرف****أظن/ لا أظن****Adjective:** **واسع – ضيق- قديمة – جديدة- بعيدة - قريبة- كبيرة – صغيرة- هادئة – مزدحمة - جميلة....**.**Prepositions:****في – إلى – من -** **Comparisons:****أصغر من – أكبر من – أقل – أوسع – أكثر-****Names : مدينة – شارع – متحف- ملعب- نادي رياضة- بيوت- عمارة- شقق- مركز شرطة – مركز إطفاء- مستشفى- مدرسة – جامعة- ...****Verbs in present tense:****أسكن – أذهب – ألعب- أقرأ- أشاهد- أمشي- أتسوق- .....** **Expressing an opinion:****في رأيي- من وجهة نظري...** | **مدينة – شارع – متحف- ملعب- نادي رياضة- بيوت- عمارة- شقق- مركز شرطة – مركز إطفاء- مستشفى- مدرسة – جامعة- .****أصغر من – أكبر من – أقل – أوسع – أكثر-****مدينة – شارع – متحف- ملعب-****أسكن – أذهب – ألعب- أقرأ- أشاهد- أمشي- أتسوق-****واسع – ضيق- قديمة – جديدة- بعيدة - قريبة- كبيرة – صغيرة- هادئة – مزدحمة - جميلة....****أحب / لا أحب****أفضل / لاأفضل****أذهب / لا أذهب****أعرف/ لا أعرف****أظن/ لا أظن****في رأيي- من وجهة نظري......****شمال – يمين- جنوب – يسار- أمام – خلف- بجانب**  |
| **(L)** I can understand the main idea in short and simple messages about the cities in video clips.  |
| **(R)** I can understand simple information about places in the cities in the Arabic – speaking world presented in the maps with pictures. |
| **(R)** I can understand questions about the location of the places in the city, streets, and directions in simple texts. |
| **Presentational** |
| **(S)** I can present basic information about my city or one from the Arabic –speaking world.  |
| **(S)** I can prepare materials for a presentation about places in my city that people can visit. |
| **(W)** I can write about my favorite places in my city and justify my opinion. |
| **Interpersonal** |
| I can ask and respond to questions about the city, places in the city, and directions to reach them. |
| I can share my idea about how the city influence my life style. |
| I can brainstorm a list of ideas about positive and negative of living in the cities including my opinion. |
| **Key Learning Activities/Formative Assessments** |
| Key Learning Activity/Formative Assessment*(representative samples from beginning to end of unit)* | How does this activity support the unit goals or performance tasks? | Mode of Communication |
| Watch short video clips about cities from USA and Arab world, then answer comprehension questions such as: yes/no, multiple choices,… | Activates/ hook attention to build background knowledge | Interpretive / Interpersonal |
| Listen and draw pictures about places in the city. | Activates/ practice vocabulary for long-memory | Interpretive/ presentational |
| Read a text about a tourist asking about directions to places in a city and answer comprehension questions. | Scaffolding to gain more comprehension and enhancing reading skills | Interpretive |
| Listen and locate the major places of the city on the map, then write complete sentences.  | Apply the vocabulary  | Interpretive/ presentational |
| Write a description of a city and share with classmates. | Practice related structures and vocabulary  | Presentational |
| Discuss the positive of living in the city. | Practice expressing opinions | Interpersonal |
| Discuss the negative of living in the city. | Practice expressing opinions | Interpersonal |
| Complete an information gap activity with pictures of cities from USA and Arab world.  | Classify and compare between cities. | Interpersonal |
| **Resources** | **Technology Integration** |
| <https://www.youtube.com/watch?v=dRg6Prt_mig><https://www.youtube.com/watch?v=oNq-19eqM7M><https://www.youtube.com/watch?v=4KsoCOgaDd4>[https://www.google.com/maps/@30.0549077,31.2477516,19z](https://www.google.com/maps/%4030.0549077%2C31.2477516%2C19z)<https://www.youtube.com/watch?v=LPrrnytrHGE><https://www.youtube.com/watch?v=it197AK0waI><http://mawdoo3.com/%D9%88%D8%B5%D9%81_%D9%85%D8%AF%D9%8A%D9%86%D8%A9_%D9%85%D8%B1%D8%A7%D9%83%D8%B4><http://www.e3lm.com/%D8%A7%D9%84%D8%B1%D9%8A%D8%A7%D8%B6-%D8%B9%D8%A7%D8%B5%D9%85%D8%A9-%D8%A7%D9%84%D9%85%D9%85%D9%84%D9%83%D8%A9-%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A%D8%A9-%D8%A7%D9%84%D8%B3%D8%B9%D9%88%D8%AF%D9%8A/%D9%85%D8%B9%D9%84%D9%88%D9%85%D8%A7%D8%AA-%D8%B9%D9%86-%D9%85%D8%AF%D9%86-%D8%A7%D9%84%D8%B9%D8%A7%D9%84%D9%85/> | Google docs.Prezi- PowerPoint[www.wikispace.com](http://www.wikispace.com)[www.voicethread.com](http://www.voicethread.com)<http://edu.glogster.com/> |