**Designing Thematic Units Using Integrated Performance Assessment**

Families and communities: **Cities**

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Muna Arafat

Fatima Maghdaoui

Hana Mahmoud

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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>  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 مراكش الرياض 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 / مدينة  Cities/ 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.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/> | | | |