

The Market سوق البلج
Integrated Performance Assessment
Arabic, Level 2, Sanford Middle School, Year End

Theme: Shopping at the market

Enduring Understanding:

- Traditional markets reflect perspectives and practices of cultures in the Arab World.

Important Questions:

- What is unique about shopping in “*al soq*”, a traditional market in an Arab country?
- How is the shopping experience similar or different in both Egypt and America?

Learning Targets:

Students can:

- Understand a conversation between a store clerk and a shopper. (Interpretive)
- Ask and answer questions about a shopping experience. (Interpersonal)
- Role-play a customer bargaining for a good price with a seller at the food market. (Presentational)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> • Listen to a video clip of a buyer and a seller who bargain for something and answer comprehension questions about the video.
	Presentational task
	<ul style="list-style-type: none"> • Role-play a customer “bargaining for a good price” with a seller at a food market.
Culture	Interpersonal task
	<ul style="list-style-type: none"> • Compare your “shopping bag” of items and prices paid; decide who got the best bargains.
Connections	<ul style="list-style-type: none"> • Marketplace • Bargaining
Comparisons	<ul style="list-style-type: none"> • Mathematics: currency conversion, metric system for weight, • Geography
Communities	<ul style="list-style-type: none"> • Marketplace versus shopping at a mall • How to get a bargain in various cultures • Use of metric system
Communities	<ul style="list-style-type: none"> • Field trip to an Arabic grocery store.

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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Greetings • Names of fruits and vegetables • Currency • Metric system (weight), gram and kilogram • Expressions for shopping and bargaining 	<p>View a video clip of where a shopper is bargaining with a store clerk at Souk and answer comprehension questions based on the video.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Preview the questions below. 2. Watch a video clip of a conversation between a store clerk and a shopper and answer the questions. <ol style="list-style-type: none"> a. What is a shopper looking for? b. How much did they settle the price for ---?
Communication: Presentational	Performance Assessment Task 2
<p>Students have learned and practiced all of the above vocabulary, plus:</p> <ul style="list-style-type: none"> • How much? • Too much? • Agree/disagree • I want it/I don't want it • How to form Arabic alphabet, and connect the letters 	<p>Role-play a customer and a seller at the food market "bargaining for a good price."</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Decide roles for you and your partner – buyer, seller. 2. Plan how you will ask the price of various items the seller is selling, how you will dispute or agree on the price. 3. Role play bargaining for the price of three items. 4. Present your role-play to the class. 5. Use the SUE rubric for the presentation in class.

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Communication: Interpersonal	Performance Assessment Task 3
<p>Students have learned and practiced: All of the above vocabulary, plus</p> <ul style="list-style-type: none"> • How to ask and answer Yes/No questions, i.e., Did you go shopping? Did you buy...? • How to use shopping expressions, i.e., “How much is it/was it?” “That’s expensive.” 	<p>Compare your “shopping bag” of items and price paid; decide who got the best bargain.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Draw at least 5 items on a “shopping bag” with price tags. These will represent what you bought at <i>Al Soq</i>. 2. You can decide the price for each item. 3. Your teacher will select pairs of students at random. 4. With your partner, you will ask and answer questions about your shopping experience. Use the pictures and price tags on them to compare items and prices. 5. Decide who got the best price for the item, or the best bargain at <i>Al Soq</i>. 6. Use the interpersonal TALK Rubric to rate your and your partner on your performance for this task.

Criteria for Assessing Integrated Performance Tasks

- How will you know how well students understand?
 - Use the **interpretive task rubric** for Novice with students.
- How will you know how well students can express ideas and give information to others?
 - Use the **presentational task rubric** for Novice with students.
- How will you know students can interact with other in the target language?
 - Use the **interpersonal task rubric** for Novice with students.

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Language components and teaching resources			
Language Functions	Key Vocabulary	Key structures	Materials/Resources
<ul style="list-style-type: none"> Ask and answer simple questions related to shopping, i.e., "How much is it?" "I want...," "Do you have...?" Provide information about a shopping experience and compare prices Provide basic information about a typical dish from Arab speaking countries 	<ul style="list-style-type: none"> Fruits: فواكه apples, watermelon, cherries: والكرز البطيخ والتفاح Vegetables: خضروات zucchini, spinach, cabbage, grape leaves : ورق، والملفوف، السبانخ : العنب Meat : لحم Rice : الأرز Dish: طعام Kusharee : كشري Egyptian Dish (rice, beans, meat) Ta3mia طعمية (Falafel Sandawich foul سندويش فول (Kidney beans sandwich) Ruqaq رقائق Baked Rolls Balah بلح Dates Measurement: مقيسات Kilogram كيلو غرام , gram غرام Currency for various countries: عملة البلدان مختلف Example: مثال Egyptian Pound (المصري الجنيه) , مغربي درهم Clothes: ملابس 	<p><i>What, how, where, when?</i> !ومتى وأين وكيف ماذا</p> <p>What do you buy? تشترى؟ ماذا</p> <p>How much is this? هذا؟ هو كم</p> <p>How many kilos do you want? تريد؟ كيلو كم</p> <p>Do you want one kilo or two? أو واحد كيلو غرام تريد هل اثنين؟</p> <p>That's expensive. مكلف هذا</p> <p>That's cheap. رخيص</p> <p>all of them, but, whereas ،حين في ولكن، منهم كل</p>	<p>Picture cards of different fruits and vegetables, other items at a market Classroom flash card.</p> <p>http://www.youtube.com/watch?v=adf6sAF6hll</p> <p>http://www.youtube.com/watch?v=hYKfuzHaZ2I</p> <p>Picture of a typical market – Al Soq</p> <p>http://www.youtube.com/watch?v=d495zJmLwgk</p> <p>http://www.youtube.com/watch?v=GV1d767MJcw</p> <p>http://www.youtube.com/watch?v=2teh4S3Py_E</p> <p>Shopping bags or large paper Markers and colored pencils Plastic fruits and vegetables</p> <p>SUE Rubric (See Appendix 1) TALK Rubric (See Appendix 2)</p>

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Description of sample lessons and formative assessments for teaching the *beginning, middle, and end* of the unit

<p style="text-align: center;">Beginning</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Souk, market, store, store clerk, shopper • Go, went • Buy, bought • Fruits and vegetables • Currency US dollar vs. Egyptian currency • Shopping and bargaining expressions, "How much is it?" "That's expensive." "Do you have...?", "How about \$\$\$?" 	<p>"Hook" students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Introduce with important questions. <ul style="list-style-type: none"> ○ Where do people go shopping in Egypt? How might a shopping experience be different between Egypt and the US? What do differences tell us about cultures? • Use pictures of Souk from internet and discuss differences and similarities in English. <p><u>Key elements of lessons:</u></p> <p>Introduce vocabulary and expressions through:</p> <ul style="list-style-type: none"> • TPR with picture cards of fruits and vegetables. Have students point to a certain item. • Personalized questions and answers: "Does Tony like ___?" Do a TPR Storytelling. Example: "Sam went to Souk. But he did not have any المصري الجنيه, Al junaih al masri, (The Egyptian Pound) He had only dollars. A store clerk did not want dollars. Sam helped the store clerk sell the fruits and vegetables. The store clerk paid Sam with الجنيه المصري, Al junaih al masri. Sam bought four banana and some couscous for his dinner. He had 10 الجنيه المصري, Al junaih al masri left over. Sam was happy." <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Read authentic recipes or view an authentic cooking show and make a shopping list <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • "What's in the bag?" activity: Each student draws pictures of fruit and vegetable items as something they bought at a store. The teacher demonstrates asking questions using personalized questions and answers, such as "Did you buy apples?", "Class, did Tony buy apples?" The teacher repeats questions to provide a lot of comprehensible input; students practice asking questions with a partner. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Retelling the TPR story, answer true or false statements. • Comprehension checks, i.e. thumbs up/thumbs down; show with your hands how much you understood the story or description, i.e. 8 fingers for 80%; • The teacher prepares a typical dialogue between a store clerk and a shopper. Write each sentence onto a sentence strips. Students put them into the correct order. <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Post vocabulary and expressions on the wall for reference during the lessons. • Words are shown with the visuals whenever they are presented to students <p>Do interpretive performance assessment task when students are ready.</p>
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<p style="text-align: center;">Middle</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Names of traditional Arab dishes • Names of common foods, i.e., pizza, spaghetti, hamburger, salad, cookie, ice cream, etc... • Names of common condiments for cooking, i.e., salt, sugar, olive oil, 	<p>Transition and maintain students' interest in the topic.</p> <ul style="list-style-type: none"> • What do you like to eat? • What kinds of dishes do people make using the produce available at a souk? <p>Key elements of lessons:</p> <p>Introduce vocabulary and expressions through:</p> <ul style="list-style-type: none"> • Using visuals that are available online to teach various Arab dishes • PQA using common foods and Arab dishes <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Read authentic menus and come up with a list of ingredients <p>Practice interpersonal and presentational communication:</p> <ul style="list-style-type: none"> • Class survey on what kinds of foods people ate for breakfast, lunch, and dinner • Class survey on what kinds of foods people like • Create a graph to show results from the survey <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Recognition quiz on the learned vocabulary • Students write what they ate for breakfast, lunch, and dinner • Teacher presents several food items and students write what can be made from them • Present results from the communication practice survey above <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Post vocabulary and expressions on a "word bank" on the wall for students to reference as needed during the lessons. • Practice connecting letters of the specific vocabulary being taught in the unit using small white board, i.e., games, writing practice. • Have students copy the words on the practice sheet as homework. <p>Do presentational performance assessment task when students are ready.</p>
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<p style="text-align: center;">End</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Metric system for weight- grams and kilograms. 	<p>Wrap up the unit and revisit and answer the important questions.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • Why do people eat differently in various areas in the world? • What your diet would be like if you lived or born in Egypt? • Compare shopping experiences and marketplace in Arab countries and the US. <p>Key elements of lessons:</p> <p>Introduce vocabulary and expressions through:</p> <ul style="list-style-type: none"> • Having student measure flour, couscous, etc using a scale and convert to grams or kilograms or vice versa. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Ask each other about a favorite food they eat at home • “What’s in the bag?”activity: Students prepare a shopping bag with drawing of food items with price tags on them and compare prices of items. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Teacher describe a dish, and student guess what it is. <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Word bank- The vocabulary and expressions are posted on the wall for students to use as a reference whenever needed during the lessons. • Practice connecting letters of the specific vocabulary being taught in the unit using small white board, i.e., games, writing practices • Have students copy the words on the practice sheet as homework <p>Do interpersonal performance assessment task when students are ready.</p>
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Appendix 1: Worksheet for students during the presentational task (SUE Rubric)

Mark how successful each presentation was according to the following key;

+ for an Excellent Job; ✓ for a Good Job; and - for Needs improvement.

S, Success- Did the group **successfully** accomplish what was assigned to do?

U, Understanding – How easy was the presentation **understood**?

E, Effort- Did everyone in the group make an **effort** to communicate rather than just answering questions?

Group #	S	U	E	Comments
1				
2				
3				
4				

Appendix 2: TALK Rubric for interpersonal task

TALK Rubric: TALK Scores by Shrum and Glisan (Clementi 2011)

	Target Language	Accurate	Listens	Kind
Student 1	+	+	+	+
Student 2	✓	✓	+	+
Student 3	-	-	+	+

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LESSON PLANNING CHECKLIST

√	ITEM
STAGE ONE: LESSON GOALS	
	I have identified what I want students to know by the end of the lesson
	I have identified what I want students to be able to do by the end of the lesson
	I have identified the Standards that I am addressing in the lesson
STAGE TWO: CHECK FOR LEARNING	
	I know how students will show me that they have achieved the lesson goals by the end of the lesson
STAGE THREE: LESSON ACTIVITIES	
	I have thought about various activities that could be used to achieve the lesson goals
	From the activities I have thought about, I have carefully selected activities that hold the greatest promise for reaching the lesson goals
THE ACTIVITIES I HAVE SELECTED TO DO THE FOLLOWING:	
	Give students a reason for needing and wanting to pay attention, and being on-task
	Provide students with an authentic (real-world) purpose for using the language
	Make the learner—not the teacher—the active participant
	Engage all students as opposed to just one or two at a time
	Provide sufficient opportunities for input before expecting output
	Provide multiple, varied opportunities for students to hear new words and expressions in contexts that make meaning transparent
	Represent the best use of instructional time
	Take an appropriate amount of time considering the age of the learner
	Include enough variety to enable a lively pace for the lesson
	Vary in level of intensity and physical movement from one activity to the next

2011. Donna Clementi, HUTEF, STARTALK,