

**Arab Communities** الجاليات العربية  
**Integrated Performance Assessment**  
**Arabic, Level 3, Sanford Middle School, Year End**

**Theme: Arab Communities**

**Enduring Understandings:**

- Life in cities and towns reflect the cultures of various countries. We all have a responsibility to our global community.

**Important Questions:**

- How do people build community?
- What is our responsibility to our local and global community?
- How do we govern ourselves?

**Learning Targets:**

Students can:

- Identify cities and towns in Arab countries. (Interpretive)
- Describe neighborhoods, towns, cities, and towns in Arab countries. (Presentational)
- Ask questions about neighborhoods, cities, and towns in Arab countries. (Interpersonal)
- Give basic information about cities, towns, and different kinds of government. (Presentational)
- Explain activities that people do in cities and towns. (Interpersonal)

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**Summary of Performance Assessment Tasks and Standards Addressed**

<b>Communication</b>	<b>Interpretive</b>
	<ul style="list-style-type: none"> <li>• Listen to a shared story about the Country Mouse and City Mouse; answer questions.</li> </ul>
	<b>Presentational</b>
	<ul style="list-style-type: none"> <li>• Present a poster about a town or city in Arab country, i.e. location, population, specialty.</li> </ul>
	<b>Interpersonal</b>
	<ul style="list-style-type: none"> <li>• Compare life in a small town with life in a big city on a Venn diagram through questions.</li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>• Cities and towns in the Arab World</li> <li>• Important sites in cities and towns</li> <li>• Neighbors</li> <li>• Types of government, in towns, cities and countries i.e. Kingdom of Saudi Arabia, Emirates, democracies</li> <li>• Design of towns and cities</li> <li>• Neighbors and how people interact with each other in towns, cities, and neighborhoods in Arab countries</li> <li>• Governments, laws: discuss rules of various Arab communities, i.e. women driving in Saudi Arabia</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>• Further knowledge of geography, social studies, law</li> </ul>
<b>Comparisons</b>	<ul style="list-style-type: none"> <li>• Compare cities, governments, laws in Europe, U.S., and Arab countries</li> </ul>
<b>Communities</b>	<ul style="list-style-type: none"> <li>• Invite visiting students from various Arab countries to talk about the communities they live in</li> </ul>

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<b>Communication: Interpretive</b>	<b>Performance Assessment Task 1</b>
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> <li>• Towns, cities, rural areas, neighborhoods</li> <li>• Neighbors</li> <li>• Adjectives</li> <li>• Descriptions</li> <li>• Activities</li> <li>• Commands</li> <li>• Work</li> <li>• Types of government – kingdom, emirate, democracy</li> </ul>	<p>Listen to a shared story about the Country Mouse and City Mouse; answer questions</p> <p><b>Task directions to students:</b></p> <ol style="list-style-type: none"> <li>1. Preview the comprehension questions.</li> <li>2. Listen carefully to the teacher telling the story.</li> <li>3. Answer the comprehension questions.</li> <li>4. Look at the pictures of life in a small town in the country and a big city. Then read the descriptions. Write the number of the picture that matches the written description.</li> </ol>

<b>Communication: Interpersonal</b>	<b>Performance Assessment Task 2</b>
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> <li>• Towns, cities, rural areas, neighborhoods</li> <li>• Neighbors</li> <li>• Adjectives</li> <li>• Descriptions</li> <li>• Activities</li> <li>• Commands</li> <li>• Work</li> <li>• Types of government – kingdom, emirate, democracy</li> </ul>	<p>With a partner, compare life in a small town with life in a big city on a Venn diagram through questions.</p> <p><b>Task directions to students:</b></p> <ol style="list-style-type: none"> <li>1. With a partner, one of you will choose one big city in a Arab country, i.e. Cairo, and one of your will choose one smaller town or village from a map of Egypt.</li> <li>2. Research information on each, such as the population, size, activities to do there, location.</li> <li>3. Ask questions of your partner to find out how big the town or city is, where it is, how many people live there, what activities are available to do there.</li> <li>4. Keep track of your answers on a Venn diagram to compare similarities and differences of the town and the city.</li> <li>5. Decide together which place would be the most interesting to live in and why.</li> </ol>

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<b>Communication: Presentational</b>	<b>Performance Assessment Task 3</b>
<p>Students have learned and practiced all of the above, plus:</p> <ul style="list-style-type: none"> <li>• Towns, cities, rural areas, neighborhoods</li> <li>• Neighbors</li> <li>• Adjectives</li> <li>• Descriptions</li> <li>• Activities</li> <li>• Commands</li> <li>• Work</li> <li>• Types of government – kingdom, emirate, democracy</li> </ul>	<p>Present a poster about a town or city in Arab country, i.e. location, population, specialty.</p> <p><b>Task directions to students:</b></p> <ol style="list-style-type: none"> <li>1. Using the research you did for Task 2, prepare an oral description of a city in a city in the Arab world.</li> <li>2. Create a poster to use for your presentation of the city or town, including where it is located, how many people live there, what is interesting to see there. Write in Arabic a key for the poster, including number of people who live in that city or town, size, location, important sites.</li> <li>3. Present the information orally in Arabic o the class and answer questions about the city or town that you are presenting.</li> </ol>

**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"> <li>• Ask and answer simple, personal informative questions, i.e. Yes/No, either/or, what? When? How?</li> <li>• Identify countries, capitols, major cities, towns</li> <li>• Describe communities</li> <li>• Ask questions</li> <li>• Give information</li> </ul>	<ul style="list-style-type: none"> <li>• Towns المدن , البلدات , الريفية rural areas neighborhoods والأحياء الأحياء</li> <li>• Neighbors (الجيران)</li> <li>• Adjectives (الصفات)</li> <li>• Descriptions (وصف)</li> <li>• Activities (وصف)</li> <li>• Commands (أوامر)</li> <li>• Work (عمل)</li> <li>• Types of government – kingdom, emirate, democracy.</li> <li>• (الإمارة، المملكة - الحكومة) والديمقراطية</li> </ul>	<ul style="list-style-type: none"> <li>• He/she lives (تعيش انه / انها)</li> <li>• Where do you live? (تسكن؟ أين)</li> <li>• _____ is a big city. (هي مدينة .... كبيرة)</li> <li>• _____ is a small town. (هي مدينة .... صغيرة)</li> <li>• Which town is bigger? Smaller? (ماهي اصغر مدينة؟ ماهي اكبر مدينة؟)</li> <li>• Who lives in your neighborhood? Town? City? Country? (المدينة؟ منطقتكم؟ يعيش في من المدينة؟ البلد؟)</li> </ul>	<ul style="list-style-type: none"> <li>• City Mouse and Country Mouse story on-line to adapt, simplify, and write in Arabic:  <a href="http://www.storyit.com/Classics/Stories/citycountrymouse.htm">http://www.storyit.com/Classics/Stories/citycountrymouse.htm</a></li> <li>• PowerPoint with pictures of towns and cities</li> <li>• A poem about a neighbor. (الجيران عن قصائد)   <a href="http://www.vb.fadhaa.com/showthread.php?258947-%DE%D5%ED%CF%C9-%DA%E4-%C7%E1%CC%C7%D1">http://www.vb.fadhaa.com/showthread.php?258947-%DE%D5%ED%CF%C9-%DA%E4-%C7%E1%CC%C7%D1</a></li> <li>• Various cities in the Arab speaking countries accompanied with Dalida song : "My beautiful country" : "بلادي الجميلة" : in Arabic:  <a href="http://www.youtube.com/watch?v=hxw7Bkcj_84">http://www.youtube.com/watch?v=hxw7Bkcj_84</a></li> </ul>

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Description of a sample lesson and formative assessments for teaching the <i>beginning, middle, and end</i> of the unit	
<p style="text-align: center;"><b>Beginning</b></p> <p><b>Vocabulary focus</b></p> <ul style="list-style-type: none"> <li>• Towns, cities, rural areas, neighborhoods</li> <li>• Neighbors</li> <li>• Adjectives</li> <li>• Descriptions</li> <li>• Activities</li> <li>• Commands</li> <li>• Work</li> <li>• Types of government – kingdom, emirate, democracy</li> </ul>	<p><b>“Hook” students; get them interested in the topic.</b></p> <ul style="list-style-type: none"> <li>• Introduce with important questions.</li> <li>• How do people build community?</li> <li>• What is our responsibility to our local and global community?</li> <li>• How do we govern ourselves? How do others govern themselves?</li> </ul> <p><b>Key elements of lessons:</b></p> <p><b>Introduce vocabulary and expressions through:</b></p> <ul style="list-style-type: none"> <li>• TPR with picture cards of various communities or GoogleEarth, to see various towns and cities in the Arab World.</li> <li>• Students point to and identify cities on a map.</li> <li>• Use questioning techniques to describe cities and towns and interact with students and provide comprehensible input and contextualized language use.</li> </ul> <p><b>Practice interpretive communication:</b></p> <ul style="list-style-type: none"> <li>• Read descriptions of cities</li> </ul> <p><b>Practice interpersonal communication:</b></p> <ul style="list-style-type: none"> <li>• Compare cities and town.</li> <li>• Ask and answer questions in an information gap activity about towns, cities, and neighborhoods.</li> <li>• Ask if you would like to live in a town or a city.</li> <li>• Tell things you like to do in a city, town, or neighborhood.</li> </ul> <p><b>Samples of formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Answer true or false statements about towns, cities, and countries.</li> <li>• 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%;</li> </ul> <p><b>Teach reading and writing:</b></p> <ul style="list-style-type: none"> <li>• Post vocabulary and expressions on the wall for students to reference as needed during the lessons.</li> <li>• Words are shown with the visuals whenever they are presented to students</li> </ul> <p>Do <b>interpretive</b> performance assessment task when students are ready.</p>

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<p style="text-align: center;"><b>Middle</b></p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> <li>• Towns, cities, rural areas, neighborhoods</li> <li>• Neighbors</li> <li>• Adjectives</li> <li>• Descriptions</li> <li>• Activities</li> <li>• Commands</li> <li>• Work</li> <li>• Types of government – kingdom, emirate, democracy</li> </ul>	<p><b>Transition and maintain students’ interest in the topic.</b></p> <ul style="list-style-type: none"> <li>• What do you like to do in a city?</li> <li>• What can you do in a small town?</li> <li>• Do you like living in the city or a small town?</li> <li>• Who are your neighbors?</li> <li>• How do you get to know people in your community?</li> </ul> <p><b>Key elements of lessons:</b></p> <p><b>Introduce vocabulary and expressions through:</b></p> <ul style="list-style-type: none"> <li>• Using visuals that are available online to teach about various cities and towns</li> <li>• Ask personalized questions about places that students like to live?</li> </ul> <p><b>Practice interpretive communication:</b></p> <ul style="list-style-type: none"> <li>• Read descriptions of cities, towns, and neighborhoods in the Arab world.</li> <li>• Read a poem about neighbors.</li> </ul> <p><b>Practice interpersonal and presentational communication:</b></p> <ul style="list-style-type: none"> <li>• Categorize cities</li> <li>• Categorize countries by government</li> <li>• Recite a poem about neighbors.</li> </ul> <p><b>Samples of formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Recognition quiz on the learned vocabulary</li> <li>• Students write descriptions of different cities</li> <li>• Teacher presents various cities and towns, asks questions – yes/no, either/or, who, what, where?</li> </ul> <p><b>Teach reading and writing:</b></p> <ul style="list-style-type: none"> <li>• Post vocabulary and expressions on a “word bank” on the wall for students to reference as needed during the lessons.</li> <li>• Practice connecting letters of the specific vocabulary being taught in the unit using small white board, i.e., games, writing practice.</li> <li>• Have students copy the words on the practice sheet as homework.</li> </ul> <p>Do <b>presentational</b> performance assessment task when students are ready.</p>
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<p style="text-align: center;"><b>End</b></p> <p><b>Vocabulary focus:</b></p> <ul style="list-style-type: none"> <li>• Towns, cities, rural areas, neighborhoods</li> <li>• Neighbors</li> <li>• Adjectives</li> <li>• Descriptions</li> <li>• Activities</li> <li>• Commands</li> <li>• Work</li> <li>• Types of government – kingdom, emirate, democracy</li> </ul>	<p><b>Wrap up the unit and revisit and answer the important questions.</b></p> <ul style="list-style-type: none"> <li>• How do people build community?</li> <li>• What is our responsibility to our local and global community?</li> <li>• How do we govern ourselves</li> </ul> <p><b>Key elements of lessons:</b></p> <p><b>Introduce vocabulary and expressions through:</b></p> <ul style="list-style-type: none"> <li>• Show pictures of cities and towns in different countries</li> <li>• Introduce people in a neighborhood, town, city and a country who are in the government.</li> </ul> <p><b>Practice interpersonal communication:</b></p> <ul style="list-style-type: none"> <li>• Ask each other about communities they have visited around the world or in the U.S</li> <li>• Talk about differences in cities and towns around the world</li> </ul> <p><b>Samples of formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Make a Venn diagram and compare cities in two different countries.</li> </ul> <p><b>Teach reading and writing:</b></p> <ul style="list-style-type: none"> <li>• Read a poem about neighbors.</li> <li>• Write a Language Experience Story about visiting a city in the Arab world, and taking a walk in a neighborhood in an Arab city or town. Students copy the LEA story.</li> <li>• Practice connecting letters of the specific vocabulary being taught in the unit using small white board, i.e., games, writing practices</li> <li>• Have students copy the words on the practice sheet as homework</li> </ul> <p>Do <b>interpersonal</b> performance assessment task when students are ready.</p>
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**LESSON PLANNING CHECKLIST**

√	ITEM
<b>STAGE ONE: LESSON GOALS</b>	
	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
<b>STAGE TWO: CHECK FOR LEARNING</b>	
	I know how students will show me that they have achieved the lesson goals by the end of the lesson
<b>STAGE THREE: LESSON ACTIVITIES</b>	
	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
<b>THE ACTIVITIES I HAVE SELECTED TO DO THE FOLLOWING:</b>	
	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

HUTEP, STARTALK, 2011. Donna Clementi