

Clothes: Picture of a Culture ثقافتل صورة: الملابس
Integrated Performance Assessment
Arabic, Level 3, Sanford Middle School, Mid-Year

Theme: *Clothes*

Enduring Understandings:

- Clothes are products and practice of culture and they reflect the perspectives of the culture.

Important Questions:

- Do my clothes reflect who am I?
- Why do people in different parts of the world wear different clothes?

Learning Targets:

Students can:

- Identify traditional Arab clothing (Interpretive)
- Describe clothing (Presentational)
- Ask questions and give suggestions on what, where, and when to wear something (Interpersonal)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive
	<ul style="list-style-type: none"> • Read descriptions of clothing and match with corresponding pictures.
	Presentational
	<ul style="list-style-type: none"> • Present a fashion show with model and commentator • Write a description of a picture and post in classroom for a “gallery walk” with class commentary.
	Interpersonal
	<ul style="list-style-type: none"> • With a partner, tell them how to dress a paper doll following commands.
Culture	<ul style="list-style-type: none"> • Clothing stereotypes • Impact and influence of fashion • Similarities and differences of clothing within the Arab speaking countries • European influences on Arab & American clothes; how clothes reflect identity, i.e. religious, political and group affiliation
Connections	<ul style="list-style-type: none"> • Further knowledge of geography/
Comparisons	<ul style="list-style-type: none"> • Compare clothing in Europe, U.S., and Arab countries
Communities	<ul style="list-style-type: none"> • Present a “fashion show” of students wearing traditional Arabic clothing for school International Festival

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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Colors • Clothing • Adjectives • Descriptions • Commands • He/she wears 	<p>Listen to teacher tell a story about clothes. Answer comprehension questions. Read descriptions of clothing and match with corresponding pictures.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Preview the comprehension questions. 2. Listen carefully to the teacher telling the story. 3. Answer the comprehension questions. 4. Look at the pictures of the clothes, and then read the descriptions. Write the number of the picture that matches the written description.
Communication: Interpersonal	Performance Assessment Task 2
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Colors • Clothing • Adjectives • Descriptions • Commands • He/she wears • Comparisons 	<p>With a partner, tell them how to dress a paper doll following commands.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Look at the picture of the "paper doll" that you will describe to your partner. 2. When your partner asks, "Is he wearing _____?" Respond according to the picture. For example, your partner may ask, "Is he wearing a black hat?" but in the picture the hat is blue, you respond, "No, he's wearing a blue hat." 3. Tell your partner what you wore on that same day. 4. Compare your answers. 5. Decide who has the best dressed "paper doll".

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Communication: Presentational	Performance Assessment Task 3
<p>Students have learned and practiced all of the above, plus:</p> <ul style="list-style-type: none"> • Colors • Clothing • Adjectives • Descriptions • Commands • He/she wears • Comparisons • Likes / dislikes 	<p>Present a fashion show with model and commentator. Write a description of a picture and post in classroom for a "gallery walk" with class commentary.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Prepare a description of an outfit that a "model" is wearing, either a real person or a photo. Revise your first draft 2. Do a spoken presentation of your description of the model's outfit for a class "fashion show", in which you or your model shows the clothes you are describing. 3. Write a description in Arabic and post a picture of your model wearing the outfit you describe for the "gallery walk" activity.

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, personal informative questions, i.e. Yes/No, either/or, what? When? How? • Identify clothing • Describe clothing • Compare • Tell someone to do something (command form) • Tell likes / dislikes • Recommend Ask questions • Give suggestions on what, where, and when to wear something • Expressions for comparing and contrasting various traditional clothing n Arab countries 	<ul style="list-style-type: none"> • Colors (الألوان) red أحمر, blue أزرق, black أسود brown بني, purple بنفسجي yellow أصفر, green أخضر orange برتقالي, white أبيض • Clothing (ملابس) dress فستان, jeans جينز, T-shirt تي شيرت, skirt تنورة pants سروال, shorts شورت gown عباءة, scarf حجاب vest سترة, fez طربوش • Adjectives (الصفات) beautiful جميل, ugly بشع colorful ملون, long طويل short قصير, decorated مزين • Commands (أوامر) Put on ارتدي , Take off اخلع , Put that away ضع هناك • I wear, He/she wears أنا ارتداء / (ترتدي هي) • I like, I don't like (يحب / يحب أنه) 	<ul style="list-style-type: none"> • He/she wears (انه / انها ترتدي) • He / she is wearing (هو / ارتداء هي) • What do you wear? (ماذا ارتداء؟) • Do you wear ____? (هل ترتدي.....؟) • Commands, i.e. "Wear the black hat." (البس القبعة) 	<ul style="list-style-type: none"> • Book "Costumes and Customs from the Arab World", by Nahda Salah, IPA, 2004. • PowerPoint with pictures of traditional and modern clothing • Videos of different traditional clothes through the Arab speaking countries. • Traditional Moroccan <i>kaftan</i>: http://www.youtube.com/watch?v=bXM0hpBC9qk • Saudi Arabia different clothing http://www.youtube.com/watch?v=VmnrST723A • Algeria's traditional clothing http://www.youtube.com/watch?v=3fsilkXDLIM&feature=endscreen&NR=1 • Arabic fashion magazine: sayedati http://www.sayidaty.net/ • Arabic fashion magazine: qoftan2011(http://caftan-kaftan.blogspot.com/2011/07/a-mine-mrani-caftan-kaftan-2011-2012.html)

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Description of sample lessons and formative assessments for teaching the <i>beginning, middle, and end</i> of the unit	
<p style="text-align: center;">Beginning</p> <p>Vocabulary focus</p> <ul style="list-style-type: none"> • Colors • Clothing • Adjectives • Commands • He/she wears • I like, I don't like • He wears/ she wears • I wear 	<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"> ○ What ○ Look • Use pictures typical clothing and traditional <p>Key elements of lessons:</p> <p>Introduce vocabulary and expressions through:</p> <ul style="list-style-type: none"> • TPR with picture cards of clothing • Students point to and identify <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Read menus in Arabic and list what is in each dish. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Review clothing terms • Ask and answer guided questions about clothing • Ask why it is important to where certain clothes at different times and in different places <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Answer true or false statements about what people are wearing • 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%; <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Post vocabulary and expressions on the wall for students to reference as needed 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"> • Colors • Clothing • Adjectives • Commands • He/she wears • I like, I don't like • He wears/ she wears • I wear 	<p>Transition and maintain students' interest in the topic.</p> <ul style="list-style-type: none"> • What do you like to wear? • When do you wear it? Why? <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 clothes • Ask personalized questions about clothing styles that students like. <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Read descriptions of clothes from magazine ads <p>Practice interpersonal and presentational communication:</p> <ul style="list-style-type: none"> • Class survey on what styles of clothes students wear • Create a graph to show results from the survey. • Categorize clothes <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Recognition quiz on the learned vocabulary • Students write descriptions of what they wear each day • Teacher presents various clothes and asks students to describe them <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"> • 	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none"> • What is the correlation between culture and clothing? • Why is fashion important? • Do my clothes reflect who am I? • Why do people in different parts of the world wear different clothes? <p>Key elements of lessons:</p> <p>Introduce vocabulary and expressions through:</p> <ul style="list-style-type: none"> • Show pictures of clothes from different countries <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Ask each other about clothes they wear to school, or to other places and for various events • Talk about differences in clothing around the world, what people wear in hot countries vs. cold countries, etc. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Make a Venn diagram and compare clothes two different countries presented in the book. <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Read a clothing ad • Write a Language Experience Story about a someone wore to school one day • 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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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

HUTEP, STARTALK, 2011. Donna Clementi