



Stage 1: What are the Desired Results? **Culture**

Unit Overview	Enduring Understandings	Essential Questions	Intercultural Competence Transfer Targets
<p>Using culturally authentic materials and transfer tasks, students will examine three dwellings in a nomadic, rural, and urban setting.</p>	<ul style="list-style-type: none"> ● People’s homes are unique yet meet universal human needs. ● Dwellings are generally shaped by the environment and reflect personal, family, social and cultural values. ● Home design is adapted to the climate of the location. ● Home contents may differ but they all sustain essential human needs for shelter, food and interaction. 	<ul style="list-style-type: none"> ● What kinds of homes are found in Arabic-speaking countries? ● How does the environment shape our home? ● How do social practices determine our home layout? ● How do Arab homes differ from American homes? ● How are Arab homes similar to American homes / my home? 	<p>I can identify, compare and contrast three diverse dwellings in three Arabic-speaking countries (Jordan, Morocco, UAE).</p> <p>I can distinguish the societal features of three countries: Jordan, Morocco, and UAE.</p> <p>I can discuss common cultural practices in three Arabic-speaking countries: Jordan, Morocco, and UAE.</p>

Stage 2: Determine Acceptable Evidence:

Communication

Context for the Summative Performance Assessment	Summative Performance Assessment task
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The following three units are designed to introduce learners to three dwellings **مسكن ثلاثة** in the Arabic-speaking countries **الدول المتحدثة باللغة العربية**. Participants will discover a nomadic bedouin tent **خيمة بدوية رحل**; a rural farm **مزرعة قروية**; and an urban home **منزل مدني**. Authentic resources will provide the context by which students will explore the layout and contents of dwellings. They will compare those with their own homes, building their interpretive, interpersonal and presentational competencies and skills to evaluate, discuss and describe what they learn in the target language.

Interpretive Can Dos	Interpersonal Can Dos	Presentational Can Dos
<p>Novice mid-high: I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational and literary texts.</p> <p>Intermediate Low-Mid: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p>	<p>Novice mid-high: I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences</p> <p>Intermediate Low-Mid: I can exchange information in conversations on familiar topics, creating simple sentences and asking appropriate follow-up questions.</p>	<p>Novice mid-high: I can present personal information about my life and activities, using a mixture of practiced or memorized words, phrases and sentences.</p> <p>Intermediate Low-Mid: I can present personal information about my life, activities and events, using simple sentences</p>

<p>Intermediate High: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</p>	<p>Intermediate High: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p>	<p>Intermediate High: I can give straightforward presentations on a variety of familiar topics and some concrete and researched topics, using sentences and series of connected sentences.</p>
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Stage 3: Learning Experiences and Instruction: Connections-Comparisons-Communities

Formative Assessments during lessons	Mode IN IP PR	Performance Assessment Specific Statements I can...	Vocabulary and Grammar Review (R) same year Spiral (S) previous year New (N) for this unit.	Intercultural Transfer Targets I can
Students watch this 6-minute You Tube excerpt on the Jordanian Bedouin population.	IN	I can recognize the names of items common to life in a Bedouin community. (N)	On a worksheet, Ss categorize items or practices that are a) unique to nomadic way of life; b) universal. (N) Items will include: tent خيمة, carpets سجاد, cooking utensils أواني الطبخ, fire-wood حطب, camels جمل, sheep غنم, horses خيول, gourdes قرع, rice أرز, flour طحين, water ماء, sugar سكر, coffee قهوة, tea شاي, dates تمر, musical instruments آلات موسيقية (kamanja كمنجة, tabla طبلة, nai ناي, rababa ربابة), khanjar خنجر, rifle بندقية, traditional clothing ملابس تقليدية (abaya عباية, akal عقال, kaffiya كوفية, necklaces قلادات, women's embroidered thobe ثوب نسائي, مطرز, men's dishdasha دشداشة). (N).	I can describe, using familiar words, the way Bedouin communities live.
Students examine images of Bedouin tents.	IP	I can describe in simple words, and ask questions about Bedouin communities' homes.	Grammar: Practice using masculine/feminine adjectives. (S)	I can ask questions, using familiar words, about the way Bedouin communities live.

Ss examine images of Bedouin dwellings.	PR	I can describe the contents of a Bedouin tent.	Using an image, Ss exchange descriptions and questions about Bedouin homes.	I can present the items necessary for Bedouin communities' homes.
Ss watch this video of a conversation at the airport check-in desk.	IN	I can understand what is asked for when I check in at the airport. Expressions include: صباح الخير، صباح النور، جواز السفر، من فضلك، التأشيرة، هل لديك حجز في فندق، كم يومًا ستبقى، انظر إلى الكاميرا، من فضلك، لو سمحت، مرحبًا بك.	On a worksheet, Ss underline five expressions (greetings, and polite requests) from the list (see left) (S) Grammar: nominal sentences (المبتدأ والخبر).	I can sometimes recognize questions in culturally appropriate ways in particular situations.
Ss fill out a visa form with their information.	PR	I can fill out a simple arrival form for airport formalities, including the arrival/departure dates, hotel name and address, and number of days I will stay.	Using their 'visa' forms, Ss present their information to one another. (N)	I can sometimes ask and answer questions in culturally appropriate ways about feasts and celebrations in the Arabic-speaking world.
Ss watch this video of a conversation at a hotel check-in desk.	IP	I can ask and answer simple questions about arrivals/ departures, about a hotel reservation, and the price/type of a hotel room.	Mostly new vocabulary (accompanying the video) with some for review.	I can sometimes ask and answer questions in culturally appropriate ways about the price of a hotel room or other amenities.

<p>Ss watch this video presenting the city of Cordoba. Ss note the vocabulary required for the next stage.</p>	<p>IN</p>	<p>I can choose the words and expressions to describe a city.</p>	<p>Mostly new vocabulary (accompanying the video) with some for review. Grammar: Verbal sentences: verb, subject, direct object (الجملة الفعلية، الفعل، الفاعل، المفعول به)</p>	<p>I can describe a city's Arab history.</p>
<p>T gives Ss a map of the Arabic-speaking world. Each Ss chooses a city to visit.</p>	<p>IP</p>	<p>I can ask and answer questions about a city I would like to visit.</p>	<p>Mostly reviewed vocabulary with some new.</p>	<p>I can compare monuments in an Arab city with the city I live in.</p>
<p>Ss create a presentation about the Arab country they plan to visit.</p>	<p>PR</p>	<p>I can present information about a city I plan to visit.</p>	<p>Using their maps, Ss prepare a presentation about the city of their choice.</p>	<p>I can present information about an Arab city and compare it with another Arab city.</p>





