Designing World Language Curriculum for Intercultural Communicative Competence. J. Eddy, 2022.
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ARTICULATED ASSESSMENT TRANSFER TASK (AATT) TEMPLATE

SCHULUNIFORM

ENDURING UNDERSTANDINGS

Clothing defines us. From the first decision of each day to our sense of belonging or individuality.

ESSENTIAL QUESTIONS

How does clothing define us?
To what extent does commonality / individuality affect our educational performance?

CONTEXT

The school has asked the student body to consider the suitability of traditional school uniform in the 21st Century.

ARTICULATION SPIRAL POINTS

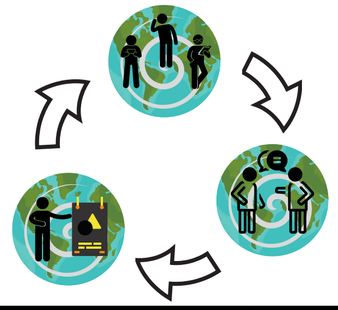
- Describe concept with visual supports.
- Offer information on: clothing for different needs
- Justify opinions on: uniform and identity.

INTERCULTURAL TRANSFER TARGETS

I CAN: recognize the 2 different uniform styles
I CAN: organize descriptions of uniform styles
I CAN: share ideas/practices of uniform in the UK/Germany
I CAN: compare UK/German attitudes to uniform.

MEDIATION FOR TRANSFER

- Exchange ideas on different approaches to school uniform
- Identity visuals, objects and example
- Explain features of UK/German school uniforms
- Compare and contrast characteristics of UK/German approaches to school uniform



	PERFORMANCE TARGET LEVEL Novice - Bronze medal	PERFORMANCE TARGET LEVEL Intermediate - Silver medal	PERFORMANCE TARGET LEVEL Advanced - Gold medal
	AUTHENTIC MATERIAL DESCRIPTIONS School website section on school uniform: https://www.emrysapiwan.conwy.sch.uk/School-Uniform/ and www.leo.de	**AUTHENTIC MATERIAL DESCRIPTIONS** Articles from 2 areas in Germany - Hamburg-Sinstorf / Haag https://www.nordbayern.de/region/wir-gefuhl-statt-hanseleien-1.921772 https://www.spiegel.de/lebenundlernen/schule/unterricht-im-einheitslook-markenklamotten-nur-unter-der-guertellinie-a-359628.html	**AUTHENTIC MATERIAL DESCRIPTIONS** Article on UK and German school uniforms
INTERPRETIVE TASK I CAN	Students study websites from different UK schools looking at school uniforms. Categorize / match items to vocabulary in the TL. I CAN: Identify and recognize items of school uniform.	Students visit 2 websites from regions in Germany that have introduced a form of school uniform. Students pose 3 questions and write a brief description of each area's uniform. Learners research the average cost of each type of school clothing (UK full school uniform vs German) and consider how this affects different groups of people with different needs/ backgrounds. I CAN: Organize the descriptions of each uniform style. I CAN: Write a description of each style.	Students read the article on UK vs German school uniform practices and summarize their findings by comparing and contrasting the 2 different practices. I CAN: Summarize differences and details between the German and UK practices of school uniform and reasons behind them.
INTERPERSONAL TASK I CAN	Students select items from the website and describe them to their peers. I CAN: Share and talk about the items I like from the websites with a peer.	Students select one uniform style, share it with their peer and ask and answer questions about the uniforms. They can discuss which style seems more attractive to learners with different needs (religion, male/female styles, budget) I CAN: Exchange information, ask questions and discuss the different uniform styles with my peers.	Students exchange their summaries, decide and agree on which summaries to include in the presentation. I CAN: Read and provide my peers with feedback for the summary related to the two different approaches.
PRESENTATIONAL TASK I CAN	Students design an infographic on UK style school uniform for German students. I CAN: List the features and items of a UK school uniform for German students.	Students create a brochure that introduces the 2 different uniform styles for different types of students. I CAN: Present information related to the German style of uniform and explain to others in the class.	Students prepare a video to show on the UK vs German school uniform practices and present the advantages and disadvantages on each type of school clothing. I CAN: Express opinions on German school uniform approaches / views and support my opinions using authentic resources.

(Council of Europe, 2020); National Council of State Supervisors of Foreign Language, 2017; National Standards Collaborative Board, 2015; Wiggins & McTighe, 2005).