

Places I Like to Visit

(Sample Unit)*

Proficiency: Novice High

Language: Arabic

Theme: Contemporary Life

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.**

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Ohio Department of Education, June 2014

** Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

A.

STANDARDS: K-12 6-12 9-12

- 1. Communication**
- 2. Cultures**

Competency, Process and Content Statements

Interpretive:

- 1. Derive meaning from messages and texts using listening, reading and viewing strategies.**
 - e. Use knowledge of the situation, the purpose of communication or context cues to understand messages.
- 2. Identify how authentic sources convey viewpoints and use authentic sources critically.**
 - d. Use information and viewpoints from authentic sources to inform or enhance a conversation, presentation or expression of creativity.

Interpersonal:

- 1. Negotiate meaning using requests, clarifications and conversation strategies.**
 - c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
 - e. Use a range of conversation strategies to steer interactions.
- 2. Interact with others using culturally appropriate language and gestures on a wide range of familiar topics.**
 - e. Initiate, participate in and conclude conversations, interviews and debates on a limited range of personal, general knowledge, academic, interdisciplinary and work-related topics and issues.
- 3. Express preferences, feelings, emotions and opinions about a wide range of familiar topics.**
 - c. Exchange, compare, and support preferences and opinions about personal, academic, professional and contemporary or historical topics.
 - d. Advise peers, family members or co-workers on a problem, concern or personal matter and adjust advice, if necessary, based on emotional response or counterargument.

Presentational:

- 1. Convey meaning using writing processes and presentation strategies.**
 - a. Plan a range of texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
- 2. Present information, concepts and viewpoints on a wider range of familiar topics from across disciplines.**
 - c. Describe people, places or things in some detail to educate or entertain others.
- 3. Present literary, creative and artistic endeavors to audiences near or far.**
 - d. Write and perform an original story, poem, song, skit, dance, cartoon, monologue or play.

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Culture:

1. Examine and describe relationships among products, practices and perspectives and compare them across cultures.

- c. Identify, examine and compare a variety of products, practices and perspectives of the U.S. and target cultures.
- f. Recognize and identify instances of languages and cultures interacting with, influencing or changing each other over time and share with others.

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B.

CONTENT ELABORATIONS

Unit Theme: Contemporary Life

Unit Topic(s): Places I Like to Visit

Essential Question(s): What makes another country appealing?

Communicative Context: Describe vacation destinations and tell why you would travel there.

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C.

UNIT SUMMATIVE ASSESSMENT

Integrated Performance Assessment (IPA)

IPA Theme: Travel

Authentic Resources:

- www.audio-lingua.eu (clip can be downloaded to iTunes)
- <http://futur.edublogs.org/2013/04/04/our-stories-our-artworks/>

(To design tasks using higher level thinking skills, click [here.](#))

Interpretive Task(s): <i>(Evaluate with an Interpretive performance or proficiency rubric.)</i>	Interpersonal Tasks: <i>(Evaluate each student with an Interpersonal performance or proficiency rubric.)</i>	Presentational Tasks: <i>(Evaluate with a Presentational performance or proficiency rubric.)</i>
<p>1. Listen to Moroccan children’s description of their town and answer comprehension questions about their activities, highlights of the town, etc.</p> <p>2. Read a handwritten letter and answer questions. Assess comprehension with a mix of multiple choice and short answer questions.</p> <p>Click here for other ideas.</p>	<p>Your parents have offered to take you and two friends to Morocco for Spring Break. Your two friends know nothing about Morocco and have lots of questions. Have a conversation about the attractions, places or cities you could visit, what you would do there, and why you think it would be entertaining, relaxing or beneficial.</p>	<p>Choose one:</p> <p>1. Write a description about a town or attraction in an Arabic-speaking country that you want to visit and explain why you would like to go there.</p> <p>2. You will be hosting an Egyptian exchange student during the upcoming school year. Write a letter to your future guest highlighting the best parts of your town and the activities he can anticipate doing.</p> <p>3. Differentiation: Make a video commercial, a brochure or a PowerPoint/Prezi presentation for number 1 or 2 above.</p>

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D.

EXPECTATIONS FOR LEARNING

For Teachers: [Standards Alignment Tool](#)

For Students: [Can-Do Statements](#)

Learning Targets for This Unit:

Interpretive:

- I can sometimes understand simple questions or statements on familiar topics.
- I can sometimes understand the main topic of conversations that I overhear.
- I can understand simple information when presented with pictures and graphs.
- I can understand short simple messages on familiar topics.
- I can sometimes understand the main idea of published materials.
- I can sometimes understand short, simple descriptions with the help of pictures or graphs.

Interpersonal:

- I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
- I can usually handle short social interactions in everyday situations by asking and answering simple questions.
- I can make plans with others.
- I can exchange information using texts, graphs, or pictures.

Presentational:

- I can write short messages and notes on familiar topics related to everyday life.
- I can write about a familiar experience or event using practiced material.
- I can present basic information about things I have learned.
- I can present basic information on familiar topics using phrases and short sentences I have practiced.

Intercultural:

- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can identify some common practices related to home and community life of other cultures and my own.
- I can imitate some simple patterns of behavior in familiar settings across cultures.
- I can use memorized language and very basic knowledge of the culture to interact with others.
- I can use memorized language and very basic knowledge of the culture to accomplish simple, routine tasks.

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E.

UNIT CONTENT AUTHENTIC RESOURCES
Content
<p><u>Language Functions:</u> Describing people, places and things; expressing opinions</p> <p>Vocabulary and Structures: Travel and tourist words and phrases, places in town, activities, location prepositions, adjectives, opinion/suggestion words</p>
<p><u>Authentic/Other Resources</u> (Audio, video or text, related to this unit)</p> <ul style="list-style-type: none">• http://www.tourism.gov.eg/Pages/EgyptPhotos.aspx Egyptian tourist sites.• http://mot.gov.lb/Content/uploads/Publication/120806055843372~ARABIC%20BROCHURE.pdf Ministry of Tourism — Lebanon (Lebanese tourism magazine): includes pictures of various sights to visit and various regions in Lebanon. This site can be used to practice interpretative and/or interpersonal.• http://ar.egypt.travel/ Excellent site with a variety of photos of key tourist destinations in Egypt. Also includes activities to do, things one should know, and much more. Can be used by students to find places to visit based on their interests.

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F.

INSTRUCTIONAL STRATEGIES FORMATIVE ASSESSMENTS

Pre-Assessment of Prior Knowledge

- On a whiteboard, name three places/cities you visited for vacation the last three years.
- What does vacation time mean to you? Relaxing, visiting with family and friends, sight seeing?
- Do you like to go back to the same place, or do you prefer to explore new ones?
- In small groups, make a list of vocabulary used to talk about vacation (verbs, nouns, adjectives).

[Instructional Strategies and Formative Assessments](#)

Interpretive Tasks:

- Listen to a variety of audios on town descriptions and identify the places mentioned. Resource: www.audio-lingua.eu
- Compare what different speakers say about the purpose of their vacations. (Interpersonal: This activity can be done in pairs or small groups, followed by each group reporting back to the class.) Resource: www.audio-lingua.eu
- Read descriptions of various vacation destinations and categorize them based on the type of activities one can engage in while there. Resource: <http://ar.egypt.travel/>
- The teacher provides short descriptions of a few pictures of vacation destinations, and students work in small groups to match the descriptions to photos. This activity models good written descriptions and is also appropriate for differentiation in the classroom with students at varying levels of proficiency. Resource: <http://ar.egypt.travel/>

Interpersonal Tasks:

- Teach vocabulary and formulaic expressions (I like to go on vacation to ..., but I prefer ... , because ...).
- Partner activity: Person A draws a picture of an ideal vacation place (imaginary or real). Person A describes the picture while Person B draws what is being described; partners should compare their completed drawings and then change roles. This can also be done using a written description rather than a spoken one. This activity assumes knowledge of prepositions of location (next to, to the left of) and is excellent for kinesthetic learners.
- Small group activity: Display a variety of photos of different places on the board (or project them on a screen) and number them. Groups take turns describing places while the other students match the description to numbered photos. This activity can be used to check speaking, choice of vocabulary and listening comprehension.
Resource: <http://ar.egypt.travel/>
- Gap information activities:
 - Provide a simple map or layout of a town with some places labeled and others missing. Partner A asks questions of Partner B to find out which buildings/places are missing. Pictures can be authentic or simple town layouts. The goal of this activity is to practice vocabulary (speaking and listening) while allowing for differentiation among students with different levels of proficiency.
 - Display around the room photos and descriptions of vacation destinations. Students work with partners to share which they prefer and why. Resource: <http://ar.egypt.travel/>

Presentational Tasks:

- Teach vocabulary and formulaic expressions (I like ... , however, sometimes ... , in my opinion ...).
- Model what a good description should look like. The teacher chooses one of the paragraphs written by an anonymous student and projects it on a screen to show the strengths in the writing and collectively (i.e., with the students) corrects any errors.
- Teach effective editing and revision techniques to students.
- Give students extensive practice in making oral presentations while gradually decreasing the number of notes they have access to while presenting.

Diverse Learners:

- Students should study vocabulary using a variety of methods: typed, handwritten or digital flashcards; vocabulary words represented by images on flashcards or PowerPoint slides for students to identify, etc.
- Whiteboards are very effective in reviewing/reinforcing vocabulary.
- Other strategies have been indicated above in the Assessments and Presentational IPA sections.

Other Strategies:

- Exit slips with two things students learned about a new city/country.

G.**CONNECTIONS****21st-Century Skills:**

- Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open and understanding within and beyond the local community.
- Students as flexible and adaptable language learners are open-minded, willing to take risks and accept the ambiguity of language while balancing diverse global perspectives.
- Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts and ideas.

Technology:

- Using an Arabic keyboard; making a PowerPoint or Prezi presentation; using Microsoft Publisher to prepare a brochure; producing a video commercial; navigating an Internet site in Arabic.

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