

# Standards-Based Performance Assessment Inventory--Annie Hasan, Lesson Plan #1

Arabic

Level   3  

Date   N/A  

Theme/Context   What my family did on vacation   (Preparation for interpretive performance)

<p><b>Standards:</b>                  2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.                  4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	<p><b>Objectives:</b>                  Student will be able to identify packing list items appropriate for travel in the Arab world.                  Students will be able to describe items needed for travel and explain why they are necessary.</p>
<p><b>Check Home work</b>                  Go over homework assigned on previous day.</p>	
<p><b>Review</b>                  Review food, family, and basic clothing vocabulary using white boards.                  Students will draw what they hear. Purpose to practice some of the new vocabulary, so that they become more familiar with application of vocabulary.                  During the first five to ten minutes of class, students will take out their dry erase boards and teacher will share a word in Arabic, related to the lesson, and students will draw that word on the board. Teacher will repeat each term twice or three times, but shuffled in between other terms.                  Students will then work in pairs and do the same with their neighbors for practice.</p>	<p><b>Materials</b>                  Dry erase markers                  White boards                  Socks (erasers)</p>
<p><b>Lesson/Procedure/Content</b>                  1. Students will be given a packing list the teacher has prepared for them.                  2. Teacher will take out the suitcase and begin unpacking the bag because she is certain she forgot something!                  3. Students will help the teacher find out what it is she is missing for her trip by marking the items she has off of the packing list.                  4. Teacher will unpack the suitcase slowly, talking about the reasons for packing each item. Students will mark off each item from the list as they go through the list. Students will then be left with one to two items on the list that were not in the bag.                  5. Oh no! There is a problem though, the teacher has everything she needs, but now the bag is overweight.                  6. Students will then have to help the teacher decide which items to leave behind.                  7. Students will discuss the importance of each object as it relates to the teacher's trip destination (Morocco).                  For example, can the teacher take a swimsuit? Are the pants long enough? Should the shirt have sleeves?                   Note: Point out special cognates (Camera) so that students can draw connections.                  Discuss culturally appropriate attire.</p>	<p><b>Materials:</b>                  "Packing List"                  Worksheet                   Scale                   Suitcase                  Pants                  Shirt                  Skirt                  Swimsuit                  Sunglasses                  Sun block lotion                  Passport                  Shoes, socks                  Slippers                  Pajamas                  Map                  Phone                  Snacks                  Snorkeling gear                  Tissues                  Lip gloss                  Camera                  Picture of family                  Airline ticket</p>
<p><b>Wrap up</b>                  Students will put everything up, then all head to the board. They will collectively come up with a list of items "Jamal the Class camel" would need of a trip.</p>	

# Standards-Based Performance Assessment Inventory--Annie Hasan, Lesson Plan #2

Arabic

Level   3  

Date   N/A  

Theme/Context   What my family did on vacation   (Preparation for interpretive performance)

<p><b>Standards:</b>          1.2 Students understand and interpret written and spoken language on a variety of topics.          1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.          2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (based on what is found in images)</p>	<p><b>Objectives:</b>          Student will be able to describe images of typical vacation spots around the Arab world.          Students will be able to associate certain landmarks with certain countries in the Arab world.</p>
<p><b>Check Home work</b>          Go over homework assigned on previous day.</p>	
<p><b>Review</b>          "Jamal the Class Camel" Teacher begins by stating that "Jamal went on vacation this summer too." In Arabic of course. Teacher then begins to narrate the events of Jamal's vacation, as done in a previous lesson. This time, students will finish narrating the events of the trip, each adding a new detail to the story.</p>	<p><b>Materials</b>          Dry erase markers          White boards          Socks (erasers)</p>
<p><b>Lesson/Procedure/Content</b>          Describing a photograph of a location on the beach.          Purpose of the activity is to practice writing and describing the items in the photograph, along with narrating possible events in the photograph to better prepare them for their own presentations.</p> <ol style="list-style-type: none"> <li>1. Students will each be given a different photo/picture.</li> <li>2. Students will hide this photo from their peers, and they will use a blank clear sheet to describe the photograph in writing. (Complete paragraphs).</li> <li>3. Students will then hide the image they have, and hand the description to a partner.</li> <li>4. The partner is then to draw out the photo based off of the information provided in writing on the new clear sheet of blank paper. If the writing is clear enough (presentation of information), then the student's drawing should come close.</li> <li>5. Students will then share new images with their partners and compare.</li> <li>6. They can then discuss the aspects in the paragraph they felt were unclear.</li> <li>7. Then will make changes as necessary.</li> <li>8. Students will then try to guess where their images were taken.</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Thirty different pictures of authentic vacation scenes taken from locations around the Arab world (museums, beaches, ancient ruins, etc)</li> <li>2. Thirty clear sheets of paper to write one.</li> <li>3. Thirst clear sheets of paper to draw on.</li> </ol>
<p><b>Wrap up</b>          As a class, students will come together to determine which locations in the Arab world were represented in the pictures.</p>	