

Be Healthy اعتن بصحتك
Integrated Performance Assessment
Arabic, Level 1, Roosevelt High School, Year-End

Theme: *Health*

Enduring Understandings:

- Cultural practices and products impact cultural perspectives, in other words what people do and what they make impacts how they think about the world.

Important Questions:

- What roles do health, doctors, and natural remedies play in the lives of people in the Arab world?
- How does the way that people stay healthy in the Arab world compare with U.S. culture?

Learning Targets:

Students can:

- Understand a patient's symptoms and doctor's suggestions. (Interpretive)
- Describe pain in parts of the body, i.e. "My head hurts..." (Interpersonal)
- Make suggestions for maintaining health or treating a common ailment. (Interpersonal)
- Express feelings, emotions, state of health (Presentational)
- Describe something that is going to happen (Presentational)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive
	<ul style="list-style-type: none"> • Listen to and read a story about a doctor visit. Answer questions about the “patient’s” symptoms and what the doctor recommended. Identify where the “patient” complaints are located.
	Presentational
	<ul style="list-style-type: none"> • Role-play a doctor visit with a partner: describe symptoms, recommend, i.e., take medicine, rest, drink.
Culture	Interpersonal
	<ul style="list-style-type: none"> • Ask a partner about an imaginary illness. One is a sick person, the other is their grandmother. The patient tells their partner three different symptoms. The “grandmother” suggests a natural remedy for each symptom.
Connections	<ul style="list-style-type: none"> • Doctors/ health/ symptoms • Health practices and natural “folk” remedies
Comparisons	<ul style="list-style-type: none"> • Health and diet
Communities	<ul style="list-style-type: none"> • Compare health practices and medicine and natural remedies in the U.S., and Arab countries • Invite a doctor who speaks Arabic to visit for a class interview.

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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Doctor • Nurse • Make an appointment • Describe pain • Body parts • Ask and answer questions in context • Use verbal and nominal sentences. • Use verb-subject agreement. • Use negation 	<ul style="list-style-type: none"> • Listen to a story about a doctor visit and answer comprehension questions. • On a blank diagram of the body, identify where the “patient” complaints are located. • From the list of remedies, choose the one the doctor recommended to the patient. • Read sentences from the story and put them in order of correct sequence. <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Listen carefully to the story. 2. Mark an X on the part of the body that the patient describes where it hurts. 3. Circle the remedy from the list that the doctor recommends to the patient. 4. Read the mixed up sentences from the story. Put them in the correct sequence according to what happened first, second, third, etc.
Communication: Interpersonal	Performance Assessment Task 2
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Describe and categorize illnesses and symptoms • Prepositions • Action verbs • Ask and answer questions • Use verbal & nominal sentences. • Use verb-subject agreement. • Use negation 	<p>Ask a partner about an imaginary illness. One is a sick person, the other is their grandmother. The patient tells their partner three different symptoms. The “grandmother” suggests a natural remedy for each symptom.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Both of students will have a different picture that illustrates symptoms of an illness. 2. Ask questions about what symptoms are in the picture that your partner has. 3. Keep track of their answers and write them on a Venn diagram. 4. Compare similarities and differences and decide which one of you is the sickest. 5. Next, decide who will act as a medical doctor, and who will act as a grandmother. 6. Recommend two different remedies: a medical remedy (i.e. take an aspirin), and a natural remedy (i.e. drink cumin tea.)

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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"> • Body parts, • Visit to doctor • “My head hurts....”; • Suggestions for health maintenance, common medicines, natural remedies and treatments. • Feelings, emotions, state of health • Use verbal & nominal sentences. • Use verb-subject agreement. 	<ul style="list-style-type: none"> • Role-play a doctor visit and conversation between a doctor and a patient: describe symptoms, recommend, i.e., take medicine, rest, drink <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Practice asking and answering questions about symptoms of an illness 2. Present the role-play of a doctor visit with a “doctor” and a “patient” for the class, based on the story about the visit to Dr. Fox. 3. Recommend how to take care of the symptoms with a medical remedy. 4. Respond to the doctor about a creative, natural remedy for the symptoms that your grandmother would recommend.

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? • Describe feeling, emotions, and state of health • Negate • Suggest or recommend • Use verbal and nominal sentences. • Use verb-subject agreement. • Use negation 	<p>Body parts: ear: اذن, head: راس, hair: شعر, hand: يد feet: رجل stomach: بطن, eye: عين, nose: انف tooth: سن, finger: اصبع toe: اصبع, etc.</p> <ul style="list-style-type: none"> • Doctor: طبيب, nurse male: ممرض, nurse female: ممرضة, medication: دواء visit: زيارة, pain: ألم, hospital: مستشفى healthy: صحي, unhealthy: غير صحي remedy: علاج, medical remedy: العلاج الطبي natural remedy: العلاج الطبيعي, etc. • Natural remedies, i.e. tea: الشاي, oil: زيت, herbs: الأعشاب • Feelings, emotions, state of health sick: مريضة, dizzy: بالدوار, tired: متعب, weak: ضعيف, happy: سعيد, sad: حزين, angry: غاضب, tired: متعب, worried: قلق • Prepositions under: تحت, on: في, in: في, to: إلى from: من, on the right: على اليمين on the left: على اليسار • Verbs from the story: take: خذ, calm down: إهدأ, need: تحتاج will be: سيكون, know: معرفة make: الصنع, drink: يشرب burn: حرق, add: اضافة, mix: المخلط pour: صب, work: عمل • Medicines (أدوية): aspirin: الأسبرين syrup: شراب, eardrops: قطرات الأذن eyedrops: قطرة 	<p>Visit to doctor:</p> <ul style="list-style-type: none"> • "My head hurts...."; رأسي يالمني • Do you have an appointment? هل لديك موعداً؟ • Here's some medicine for... وهنا بعض الأدوية لـ... • You'll feel better soon. يشعر على نحو أفضل في وقت قريب. • How are you feeling today? كيف تشعر اليوم • I don't feel well. أنا لا أشعر بشكل جيد • I have a terrible headache. يبليدي صداع ره • I don't feel well. أنا لا أشعر بشكل جيد • I feel... أشعر... • I want... أريد 	<p>Web resources for teaching body parts: http://www.youtube.com/watch?v=hL7uuBI7TfU http://www.youtube.com/watch?v=3Kd8leTjn3M</p> <p>Storytelling - Emotions: Children's Arabic: Lesson "Feelings & Emotions" Children's Cartoon Classical Arabic http://www.youtube.com/watch?v=ORkrupARRCA</p> <p>Situational Arabic: At the Doctor: "My head hurts..." http://www.youtube.com/watch?v=f2VsiJvTbhY Venn Diagram (See Appendix 1) Body Diagram (See Appendix 2)</p> <p>Story of Doctor Fox (See Appendix 3) http://www.hayah.cc/forum/t7467.html Arabic prepositions: TPR http://www.youtube.com/watch?v=olwqKXZqigw</p> <p>Arabic prepositions: song http://www.youtube.com/watch?v=fATZ7q3XUMA&feature=results_video&laynext=1&list=PL2D09430074F8A2C8 In the hospital: song/ vocabulary http://www.youtube.com/watch?v=dXhB2HG3WvY&feature=BFa&list=PL2D09430074F8A2C8</p>

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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"> • Action verbs • Animals – rabbit, fox, • Doctor, nurse <ul style="list-style-type: none"> • Prepositions • Body parts • Medicine • Natural remedy 	<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 roles do health, doctors, and natural remedies play in the lives of people in the Arab world? • How does the way that people stay healthy in the Arab world compare with U.S. culture? <p><u>Key elements of lessons:</u></p> <p>Introduce vocabulary and expressions through:</p> <ul style="list-style-type: none"> • TPR commands – use a blank body diagram. • Share the story “Dr. Fox” through TPR Storytelling with circling questions to provide comprehensible input and contextualized language use. <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Retell the Dr. Fox story in correct sequence with details. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Ask and answer questions in an information gap activity about being sick • Ask personalized questions about sickness. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Answer true or false statements about the Dr. Fox story. • 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"> • Prepositions • Action verbs • Body parts, • Visit to doctor • “My head hurts....” • Suggestions for health maintenance, common medicines and treatments. • Feelings, emotions, state of health 	<p>Transition and maintain students’ interest in the topic.</p> <ul style="list-style-type: none"> • What do you do when you are sick? <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 about various illnesses and symptoms. • Ask personalized questions about how the students feel. <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Read descriptions of a sickness. • Read a note to the teacher about why a student was absent on a test day. <p>Practice interpersonal and presentational communication:</p> <ul style="list-style-type: none"> • Categorize symptoms with appropriate remedies or medicines <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Recognition quiz on the learned vocabulary • Students write descriptions of parts of the body, how they feel, and where something hurts • Write a note to the teacher about why you were absent. • Put sentences from the story in correct sequential order. <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 interpersonal performance assessment task when students are ready.</p>
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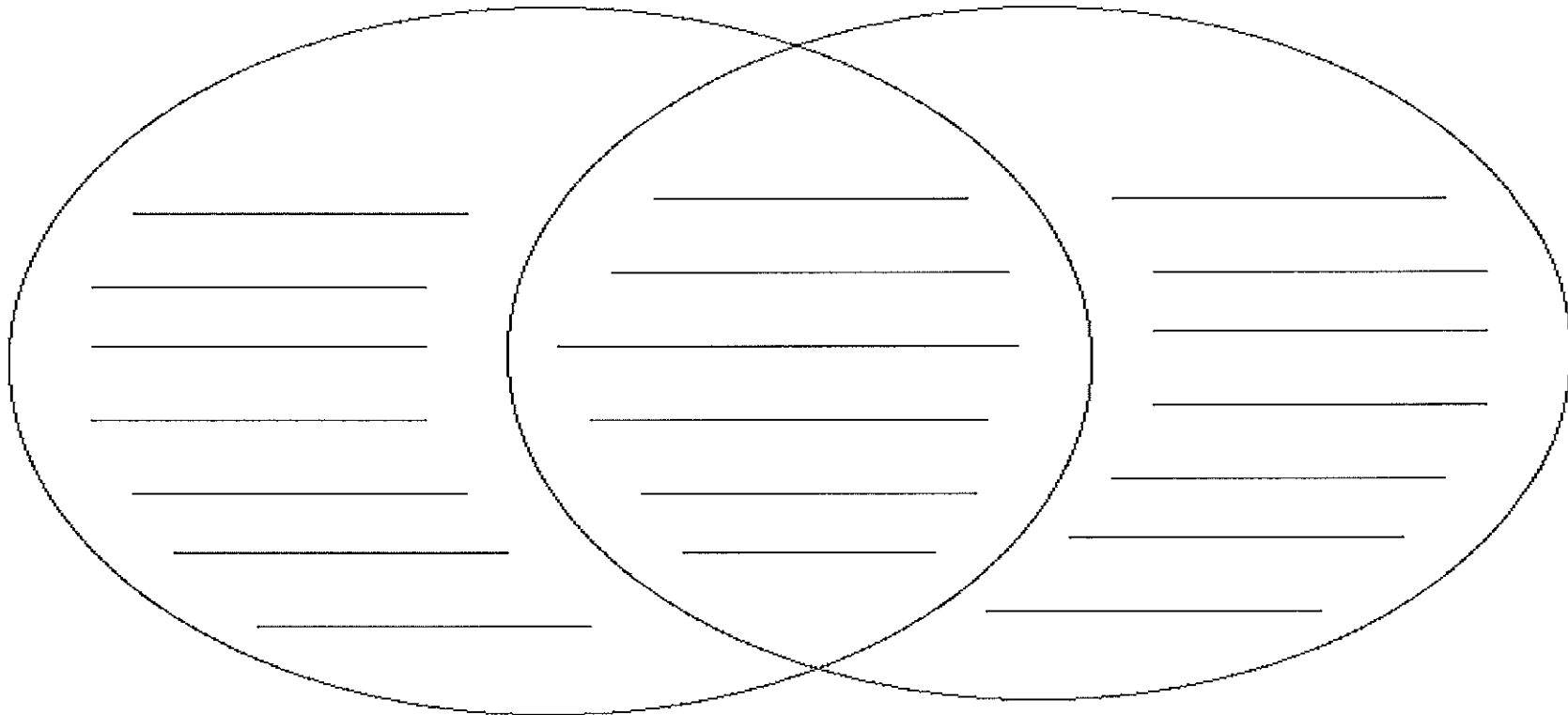
<p style="text-align: center;">End</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Body parts, • Visit to doctor • “My head hurts....” • Suggestions for health maintenance, common medicines and treatments. • Feelings, emotions, state of health 	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none"> • What roles do health, doctors, and natural remedies play in the lives of people in the Arab world? • How does the way that people stay healthy in the Arab world compare with U.S. culture? <p>Key elements of lessons:</p> <p>Introduce vocabulary and expressions through:</p> <ul style="list-style-type: none"> • Show pictures of body • Pretend to be sick and describe how each part the body feels. • Make a picture dictionary of body parts, sports <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Use two pictures of a “sick” person, with bandages on different parts of the body, ask and answer questions about where the other person hurts. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Comprehension checks. <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Read a story about going to the doctor and what he/she recommends for treat a sickness. • Write a skit about being sick and recommending a remedy. • 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 presentational performance assessment task when students are ready.</p>
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Appendix 1: Venn diagram

name _____

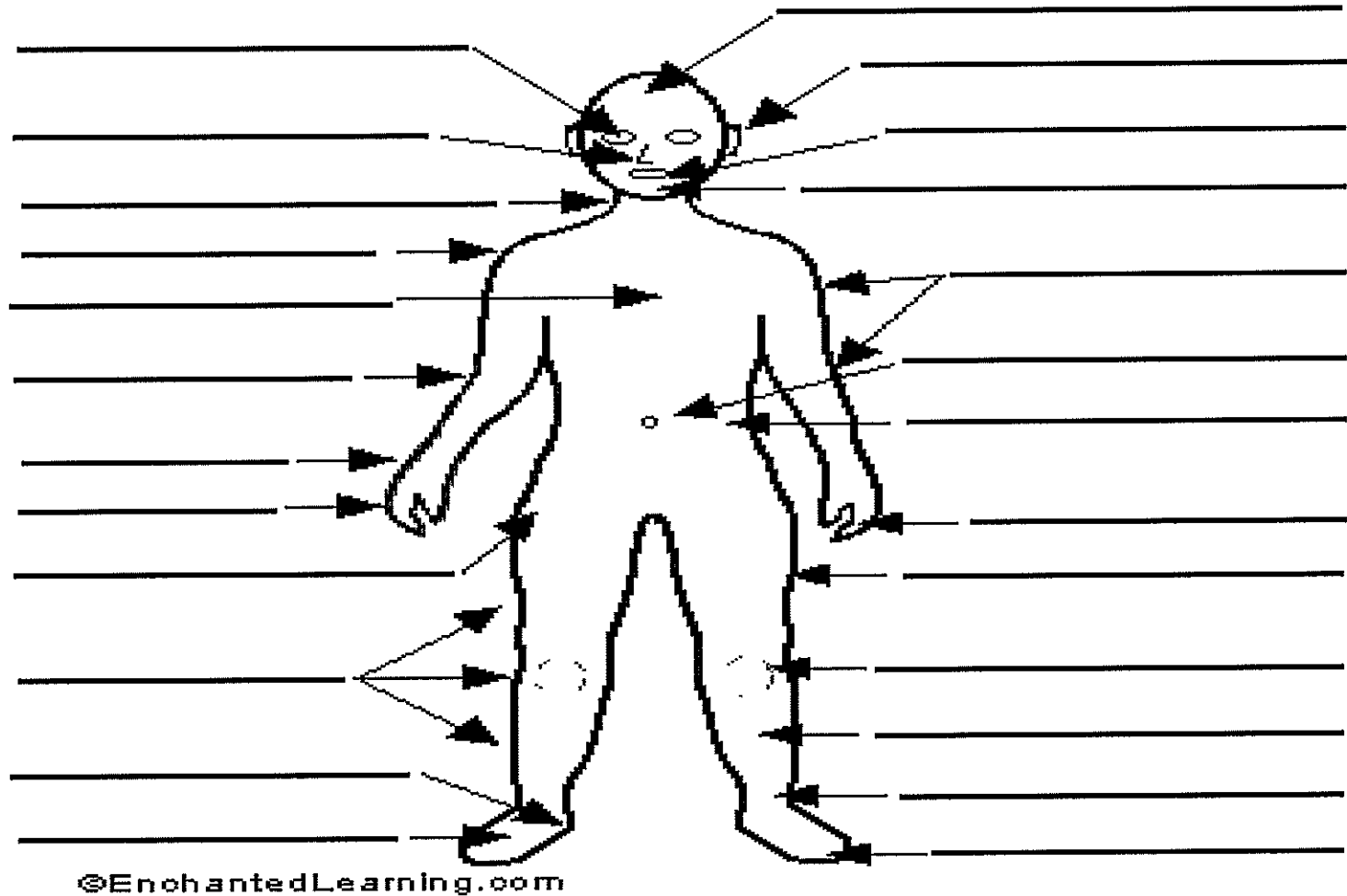
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Appendix 2: Body diagram



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Appendix 3: Dr. Fox story cartoon from <http://www.hayah.cc/forum/t7467.html>



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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