

ياة الصحية هي حياة نشطة الح
A Healthy, Active Life
Integrated Performance Assessment
Arabic, Level 2, Roosevelt High School, Year-End

Theme: *Sports, Leisure and 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 fitness, and sports play in the lives of people in the Arab world?
- How does the way that people keep fit and play sports in the Arab world compare with U.S. culture?

Learning Targets:

Students can:

- Make suggestions for maintaining health.
- Express feelings, emotions, and state of health.
- Describe games and sports activities.
- Describe something that is going to happen.
- Make plans with someone to do an activity.
- Describe sports, activities, and team positions.
- Ask and answer questions.

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive
	<ul style="list-style-type: none"> View a video of a soccer game in Arabic then summarize the soccer game: Who played? (Teams, key players, positions); How well? (score, won/lost).
	Presentational
	<ul style="list-style-type: none"> Tell a story about a sport activity using picture illustrations.
	Interpersonal
	<ul style="list-style-type: none"> Interview a partner about sports and activities. Decide who does the most fitness or sports activities. Ask and answer questions about sports and activities.
Culture	<ul style="list-style-type: none"> Sports and health practices Leisure activities
Connections	<ul style="list-style-type: none"> Physical education
Comparisons	<ul style="list-style-type: none"> Compare sports activities in the U.S., and Arab countries
Communities	<ul style="list-style-type: none"> Play a game, i.e. soccer, for the school, using terms and cheers in Arabic and English.

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<p>Communication: Interpretive</p> <p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Games and sports activities • Encouraging phases (i.e. team cheer) • Prepositions • Action verbs • Ask and answer questions in context • Use verbal and nominal sentences. • Use verb-subject agreement. • Use negation • Describe sports, activities, and team positions • Descriptive adjectives • Categorize activities 	<p>Performance Assessment Task 1</p> <ul style="list-style-type: none"> • View a soccer game narrated in Arabic. Summarize the game, first orally, then in writing. Tell the teams, key players, positions, how well they played, score, won/lost. • Listen to a short story about sports activities. Answer comprehension questions about the story. <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Listen as the teacher tells a story about a sports activity. Note the main ideas and some details and Answer comprehension questions about which teams played, the names of key players, 2. View a soccer game that is narrated in Arabic. Note what positions were played by whom, the final score, who won or lost, and comments on how well each team played. Give an oral summary of the game.
<p>Communication: Interpersonal</p> <p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Games and sports activities • Encouraging phases • Prepositions • Action verbs • Ask and answer questions • Use verbal & nominal sentences. • Use verb-subject agreement. • Use negation • Describe and categorize sports, activities, and team positions 	<p>Performance Assessment Task 2</p> <p>Interview a partner about sports and activities. Decide who does the most fitness or sports activities.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Ask questions of your partner to find out what sports or fitness activities they do regularly. 2. Keep track of their answers and write them on a Venn diagram. 3. Compare similarities and differences and decide which one of you does the most fitness or sports activities.

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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"> • Sport activities • Ask and answer questions • Use verbal & nominal sentences. • Use verb-subject agreement. • Use negation • Describe feelings • Body parts • Adjectives • Prepositions 	<p>Presentational:</p> <p>Retell a story about a sport activity using pictures.</p> <p>Role-play a soccer game. Describe the game and the players, positions, teams, key players, and scores.</p> <p>Answer questions from the class based on the story about sport activities.</p>

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? • Make simple plans for leisure, vacation • Use verbal and nominal sentences. • Use verb-subject agreement. • Use negation • Describe sports, activities, and team positions • Categorize activities 	<ul style="list-style-type: none"> • Body parts: Ear: اذن, Head: راس, Hair: شعر Hand: يد, Feet: رجل, Stomach: بطن Eye: عين, Nose: انف, Tooth: سن Finger: اصبع, Toe: اصبع, Knee: ركبة Chest: صدر • Feelings, emotions, state of health Happy: سعيد, Sad: حزين Angry: غاضب, Confused: غاضب Embarrassed: أحرج, Shy: خجولة Tired: متعب, Worried: قلق • Games and sports activities Team: فريق, Player: لاعب Soccer: كرة القدم, American football: كرة القدم الأمريكية Tennis: كرة المضرب Baseball: البيسبول Rugby: لعبة الركبي Boxing: الملاكمة Swimming: سباحة • Give and follow directions: To the right: إلى اليمين To the left: إلى اليسار Behind: وراء, Front: جبهة, Corner: زاوية • Encouraging phases (i.e. team cheer) • Prepositions: And: و, With: مع, Before: قبل After: بعد, Against: يعد Under: تحت, On: في, Top: أعلى In: في, To: إلى 	<ul style="list-style-type: none"> • Feelings, emotions • Games and sports activities • Encouraging phases (i.e. team cheer) I.e., the Egyptian team is the best: قول الحق خليك جري منتخب مصر أحسن فريق • Congratulations!: مبروك • Tut Tut Tut audience Oman is happy: توت توت توت جمهور عمان مبسوت • Prepositions • Action verbs: • Kick: ركلة • Throw: رمي • Knock: ركل • Run: جرا • Score: سجل • Pass/ give: تمرير / منح • Soccer game vocabulary: Field: ملعب, Midfield: وسط الملعب Midfield line: خط الوسط Goal line: خط المرمى Side line: خط التماس Off-side: تسال Goal post: قائم Goal: هدف (ج) أهداف Player: لاعب (ج) لاعبون Team captain: قائد الفريق 	<ul style="list-style-type: none"> • Sports in Arabic http://www.youtube.com/watch?v=pK0cswNeEso http://www.youtube.com/watch?v=pcKRRsJ8tn0&feature=player_embedded# • Body parts: http://www.youtube.com/watch?v=hL7uuBI7TfU http://www.youtube.com/watch?v=3Kd8leTjn3M • Online game/ quiz: questions about sports http://www.ttt4.com/kids-games/arabic-questions.html • Sports: http://arabic.desert-sky.net/sports.html • The importance of sports/ type of sports: song http://www.youtube.com/watch?v=BEQ5QQqWsa4&feature=BFa&list=P L2D09430074F8A2C8 • Soccer game narrated in Arabic: Moroccan Olympic team goals against his Egyptian counterpart. http://www.youtube.com/watch?v=4s-ofDhRCoQ • Soccer game narrated in Arabic: Egypt against Saudi Arabic: http://www.youtube.com/watch?v=Rfx3uNdSYs4 • Online flash cards http://www.al3arabiya.org/ • Soccer balls • Sport activities poster

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Description of a sample lesson and formative assessments for teaching the beginning, middle, and end of the unit	
<p style="text-align: center;">Beginning</p> <p>Vocabulary focus</p> <ul style="list-style-type: none"> • Games and sports activities • Encouraging phrases (i.e. team cheer) • Prepositions • Action verbs 	<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 fitness, and sports play in the lives of people in the Arab world? • How does the way that people keep fit and play sports 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"> • Language Experience Story: Play a game with students taking various positions. Students describe what happened in the game and the teacher writes down their game story. Students copy the written story, to which they can add their own changes: who played, who scored, who won. • Use questioning techniques to describe a sports game and interact with students and provide comprehensible input and contextualized language use. <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Read descriptions of soccer game. • Put sentences from the story or video in correct sequential order. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Compare soccer to American football. • Discuss a soccer game you watched (your favorite team, player, etc.) • Ask and answer questions in an information gap activity about sports and activities. • Ask personalized questions about sports and activities <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Answer true or false statements about sports games • 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

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<p style="text-align: center;">Middle</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Games and sports activities • Encouraging phrases (i.e. team cheer) • Prepositions • Action verbs • Body parts, • Feelings, emotions 	<p>Transition and maintain students' interest in the topic.</p> <ul style="list-style-type: none"> • What sports and games do you like to play? • What do you do to stay fit? <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 activities and sports • Ask personalized questions about sports that students like. <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Watch and listen to a game narrated in Arabic. <p>Practice interpersonal</p> <ul style="list-style-type: none"> • Inside/Outside Circles: Survey classmates on their favorite sports and sports teams. <p>Presentational communication:</p> <ul style="list-style-type: none"> • Categorize sports and activities • Illustrate picture dictionary about sports. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • TPR sports, and action verbs. • Sports vocabulary matching quiz. • Play a soccer game with the class with the appropriate vocabulary related to soccer. • Describe parts of the body used and not used in soccer (don't touch the ball with your hand; hit with the head or foot) • Identify soccer rules. <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.
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<p>End</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none">• Body parts,• Feelings, emotions, state of health• Games and sports• Encouraging phases (i.e. team cheer)• Rules• Likes/ dislikes• Action verbs	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none">• What roles do fitness, and sports play in the lives of people in the Arab world?• How does the way that people stay healthy, keep fit and play sports 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">• Pictures of sports, body• TPR• Dramatizations <p>Practice interpersonal communication:</p> <ul style="list-style-type: none">• Interview a partner about sports and activities. Decide who does the most fitness or sports activities.• Discuss favorite sports and sports teams.• Information gap: Choose a favorite team. Partners ask questions of each other to identify their favorite teams, i.e. Do they play in Europe? Is the team color blue or red? Is one of the players named "Messi"? <p>Samples of formative assessment:</p> <ul style="list-style-type: none">• Comprehension checks through questioning, i.e. show the number of fingers that represents how much they have understood.• Make an illustrated dictionary about sports. <p>Teach reading and writing:</p> <ul style="list-style-type: none">• Write a Language Experience Story about a sports activity or game with the class recounting a soccer game that they played together, and writing on chart paper what the class tells about the soccer game.• Write examples of encouraging phases (i.e. team cheer)• Have students copy the words on the practice sheet as homework• Practice connecting letters of the specific vocabulary being taught in the unit using small white board, i.e., games, writing practices
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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