

Are the Olympics in Your Future?
Integrated Performance Assessment
Arabic, Level 3, Roosevelt High School, Year-End

Draft (Arabic script to be added)

Theme: *Sports, Health, and Leisure*

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:

- How do perspectives on sports, fitness and health practices differ across cultures?
- Are sports heroes viewed differently in the U.S. and in Arab countries?
- What would you like to be in the future?

Learning Targets:

Students can:

- Describe sports, activities, games
- Compare sports heroes in the U.S. and Arab Countries
- Compare sports practices in the U.S. and Arab Countries
- Describe future plans
- Understand an authentic story about a famous sports hero
- Give suggestions about leisure activities, health
- Compare cultural practices

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive
	<ul style="list-style-type: none"> • Read an authentic text about sports here and answer comprehension questions.
	Presentational
	<ul style="list-style-type: none"> • Write a biography of an Arab sport celebrity or Olympian, what they accomplished and how and present to the class.
	Interpersonal
	<ul style="list-style-type: none"> • Describe your future plans and explain reasons for your choices to a partner and ask partner about their future plans.
Culture	<ul style="list-style-type: none"> • Sports celebrities • Famous universities in the Arab World, i.e. <i>Al Azhar</i> • Geography
Connections	<ul style="list-style-type: none"> • Health and 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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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Games and sports activities • Encouraging phrases (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 • Categorize activities 	<ul style="list-style-type: none"> • Read an authentic text about a sport celebrity and answer comprehension questions. • View and then describe what happened in a video soccer game: teams, key players, positions, how well they played, score, won/lost. <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Read a story about a sports celebrity. Note the main ideas and some details and answer comprehension questions – Who, what, where, when, how? 2. View a soccer game that is narrated in Arabic. Answer questions about which teams played, the names of key players, what positions they played, the final score, who won or lost, and comments on how well each team played.

Communication: Interpersonal	Performance Assessment Task 2
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Expressing future plans • Encourage • Express similarities and differences • Action verbs • Ask and answer questions • Use verbal & nominal sentences. • Use verb-subject agreement. • Use negation 	<p>Describe your future plans and explain reasons for your choices to a partner and ask partner about their future plans. Compare to see if you share similar plans with your partner.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Make a list of what you want to do after you finish high school and reasons for your plans. 2. Ask your partner about his/her plans. Keep track of your 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:</p> <ul style="list-style-type: none"> • Expressing past • Give biographical information • Action verbs • Ask and answer questions • Use verbal & nominal sentences. • Use verb-subject agreement. Use negation 	<p>Presentational:</p> <p>Write a biography of an Arab sport celebrity or Olympian, what they accomplished and how and present to the class</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Research a sport celebrity from an Arab country. 2. Create a PowerPoint presentation or a poster about the celebrity and present orally to the class.

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, future • 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"> • Sport activities, • Leisure activities • Games and sports activities • Encouragement phrases (i.e. team cheer) • Action verbs • Adverbs – fast, quick • Adjectives – strong 	<ul style="list-style-type: none"> • Future tense • Games and sports activities • Encouraging phrases (i.e. team cheer) • • Action verbs 	<p>Resources will be added.</p>

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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"> • Ask and answer simple, personal informative questions, i.e. Yes/No, either/or, what? When? How? • Make simple plans for leisure, vacation, future • Use verbal and nominal sentences. • Use verb-subject agreement. • Use negation • Describe sports, activities, and team positions • Categorize activities 	<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"> • How do perspectives on sports, fitness and health practices differ across cultures? • Are sports heroes viewed differently in the U.S. and in Arab countries? • What would you like to be in the future? <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 game, students take positions. Describe and teacher writes about the game story. Students copy written story with 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 biography of a sport celebrity • Read authentic text <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Compare future plans • Ask and answer questions in an information gap activity about sports, leisure, future plans • Ask personalized questions about sports, activities, plans <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Answer true or false statements about sports celebrities, 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
<p>Middle</p>	<p>Transition and maintain students’ interest in the topic.</p>

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<p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Games and sports activities • Encouraging phrases (i.e. team cheer) • Prepositions • Action verbs 	<ul style="list-style-type: none"> • What sports and games do you like to play? • What do you want to do when you are finished with high school? <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 celebrities, sports • Ask personalized questions about sports that students like to do. <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Read descriptions of a game. <p>Practice interpersonal and presentational communication:</p> <ul style="list-style-type: none"> • Categorize sports and activities <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Recognition quiz on the learned vocabulary • <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.
End	Wrap up the unit and revisit and answer the important questions.

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<p>Vocabulary focus:</p> <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, future • 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"> • How do perspectives on sports, fitness and health practices differ across cultures? • Are sports heroes viewed differently in the U.S. and in Arab countries? • What would you like to be in the future? <p>Key elements of lessons:</p> <p>Introduce vocabulary and expressions through:</p> <ul style="list-style-type: none"> • Use pictures of sports celebrities from around the world • Tell a story about a famous sport celebrity and their accomplishment • <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Discuss future plan – university, work, travel, becoming famous <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 a sport celebrity. • Write a Language Experience Story about a sports activity or game. • 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
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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