

***Nutrition and Health*** التغذية والصحة  
**Integrated Performance Assessment**  
**Arabic, Level 2, Sanford Middle School, Mid-Year**

**Theme: *Nutrition and Health***

**Enduring Understandings:**

- Different cultures have different practices for good nutrition.
- Good nutrition promotes good health.

**Important Questions:**

- What is the correlation between culture and nutrition?
- Why is good nutrition important?
- How can we ensure good nutrition?
- Are we really what we eat?

**Learning Targets:**

Students can:

- Understand simple descriptions of food types and some qualities of the food. (Interpretive)
- Identify ingredients and label them in the food pyramid guide. (Interpretive)
- Talk about what they eat at different meals and express likes and dislikes. (Interpersonal)
- Ask and answer questions to compare various foods from Arab countries and their nutritional value. (Interpersonal)
- Discuss with a partner whether a certain food is healthy or not.(Interpersonal)
- Plan role-play ordering a meal in a Middle East restaurant or an American restaurant.(Presentational)

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**Summary of Performance Assessment Tasks and Standards Addressed**

<b>Communication</b>	<b>Interpretive</b>
	<ul style="list-style-type: none"> <li>• Listen to a recording or the teacher telling recipes for several different typical dishes Arabic.</li> <li>• Identify and categorize the ingredients in the recipes and categorize these on a food pyramid guide in Arabic.</li> </ul>
	<b>Presentational</b>
	<ul style="list-style-type: none"> <li>• Make a shopping list for a healthy meal; survey classmates about what they eat; read a short shopping list and identify pictures.</li> </ul>
<b>Culture</b>	<b>Interpersonal</b>
	<ul style="list-style-type: none"> <li>• Ask a partner what they ate and when on a certain day of the week; compare their answers to what you ate and when. Decide who had the healthiest meals that day.</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>• Explore different food recipes and ingredients from different cultures/countries</li> <li>• Food and meals</li> <li>• Manners</li> <li>• Attitudes and perspectives about health; Consider how the food that is typical of a culture impacts their health.</li> </ul>
<b>Comparisons</b>	<ul style="list-style-type: none"> <li>• Further their knowledge of health and nutrition.</li> </ul>
<b>Communities</b>	<ul style="list-style-type: none"> <li>• Understand Arabic ideas of wellness and how those ideas of health are similar or different from Americans ideas of good health.</li> </ul>
	<ul style="list-style-type: none"> <li>• Field trip to an a Middle Eastern restaurant</li> <li>• Cook a Middle Eastern dish at home</li> </ul>

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<b>Communication: Interpretive</b>	<b>Performance Assessment Task 1</b>
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> <li>• Names of fruits, vegetables, typical foods, and ingredients</li> <li>• Measurement</li> <li>• Food categories on food pyramid</li> </ul>	<p>Listen to a recording (or the teacher) reading a recipe of a typical Arab dish. Then, identify and categorize the ingredients and write in the names of the ingredients in a blank food pyramid in Arabic.</p> <p><b>Task directions to students:</b></p> <ol style="list-style-type: none"> <li>1. Preview the list of ingredients and the categories.</li> <li>2. Listen to the recording (or the teacher) reading a recipe, then write the names of ingredients in the blank food pyramid.</li> </ol>
<b>Communication: Interpersonal</b>	<b>Performance Assessment Task 2</b>
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> <li>• Names of fruits, vegetables, typical foods, and ingredients</li> <li>• Measurement</li> <li>• Food categories on food pyramid</li> </ul>	<p>Ask a partner what they ate the day before; compare answers about what you ate. Decide who ate the healthiest meals that day.</p> <p><b>Task directions to students:</b></p> <ol style="list-style-type: none"> <li>1. Ask your partner what they ate on the day before.</li> <li>2. Tell your partner what you ate on that same day.</li> <li>3. Use a Venn Diagram to compare your answers.</li> <li>4. Compare each food dish according to its nutritional value on the food chart.</li> <li>5. Decide who had the healthiest meals on that day.</li> <li>6. Make sure that each person in the small group talks about at least one dish and its nutritional value.</li> </ol>

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<b>Communication: Presentational</b>	<b>Performance Assessment Task 3</b>
<p>Students have learned and practiced all of the above, plus:</p> <ul style="list-style-type: none"> <li>• Names of fruits, vegetables, typical foods, and ingredients</li> <li>• Measurement</li> <li>• Food categories on food pyramid</li> <li>• Polite phrases</li> <li>• Sentence stems “ I would like _____”. “I recommend _____”. “This is delicious.” “The dish is made with _____.”</li> </ul>	<p>Make a shopping list for a healthy meal; survey classmates about what they eat; read a short shopping list and identify pictures;</p> <p><b>Task directions to students:</b></p> <ol style="list-style-type: none"> <li>1. Choose a food that you want to eat from a menu from an Arab restaurant.</li> <li>2. Prepare a list of what ingredients are in the dish you chose.</li> <li>3. In a small group of students (3 or 4), ask each group member what dishes they chose, and what was in it.</li> <li>4. In the group, recommend other dishes that would make this a healthy meal according to the food pyramid. For example, all of the dishes can’t be sweets.</li> <li>5. Make a list of all of the foods in your list of choices and tell the class why the meal you chose is a healthy meal. Show a picture of your meal.</li> </ol>

**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"> <li>Ask and answer simple, personal informative questions, i.e. Yes/No, either/or, what? When? How?</li> <li>Expressions for comparing and contrasting various food dishes</li> <li>Describe a dish</li> <li>Recommend or suggest</li> </ul>	<ul style="list-style-type: none"> <li>Food and Meals (المواد الغذائية) (الوجبات) chickpeas الحمص, bread الخبز and baklava لاوة البق , soup الحساء , couscous الكسكس , lentils , and salad السلطة , and Kabsa الكبسة , Walnuts الجوز , kofta كفتة , minced meat اللحم الدجاج , fried chicken المفروم , eggs البيض المقلي , and hot spices والتوابل حار , vegetables والأرز , rice and kidney beans فول</li> <li>Health - nutritious choices مغذية اختيارات - الصحة</li> <li>Health and nutrition صحي غير</li> <li>Calories – numbers الأرقام و السعرات الحرارية</li> <li>Food pyramid الهرم الغذائي Bread: خبز Rice: الأرز Vegetables: لحوم Meat: Milk: حليب Fruits: فواكه Fat: دهون Salt: ملح Sugar: سكر</li> <li>Question words- what about ماذا عن؟ where أين؟ when متى؟ but ولكن</li> </ul>	<ul style="list-style-type: none"> <li>I eat, you eat, he/she eats يأكل هي / هو ، أكل ، أكل أنا</li> <li>What do you eat? تأكل؟ ماذا</li> <li>Do you cook? تطبخ هل؟</li> <li>Do you eat out a lot? كثيرا؟ مطعم في الطعام تناول هل</li> <li>What kind of food do you like? التي الغذائية المواد من نوع أي تحبها؟</li> <li>What did you eat yesterday? بالأمس؟ أكلت ما</li> <li>How many calories in _____? في الحرارية السعرات عدد كم</li> <li>It has a lot of sugar. السكر من الكثير لديه</li> <li>It has a lot of fat. الدهون من الكثير لديه</li> </ul>	<ul style="list-style-type: none"> <li>Book: "What the World Eats" by Peter Menzel &amp; Faith D'Aluisio, TRICYCLE PRESS, Berkeley 2008</li> <li>Video about a healthy food: <a href="http://www.youtube.com/watch?v=yaCdj3fs6nw">http://www.youtube.com/watch?v=yaCdj3fs6nw</a></li> <li>Teacher created power point with pictures of traditional foods and dishes</li> <li>Vegetable vocabulary video <a href="http://www.youtube.com/watch?v=et8CnXH--NI">http://www.youtube.com/watch?v=et8CnXH--NI</a></li> <li>Fruits vocabulary video <a href="http://www.youtube.com/watch?v=Ukr7hX5w6y8">http://www.youtube.com/watch?v=Ukr7hX5w6y8</a></li> <li>Sample of a recipe of a Arab dish for interpretive task. <a href="http://www.youtube.com/watch?v=PZmbdQvtNM4&amp;feature=endscreen&amp;NR=1">http://www.youtube.com/watch?v=PZmbdQvtNM4&amp;feature=endscreen&amp;NR=1</a></li> <li>Presentation of middle eastern food <a href="http://www.youtube.com/watch?v=-Am9MfJ6Z2o">http://www.youtube.com/watch?v=-Am9MfJ6Z2o</a></li> <li>COERLL listening activities: <a href="http://coerll.utexas.edu/coerll/taxonomy/term/631">http://coerll.utexas.edu/coerll/taxonomy/term/631</a></li> <li>Blank food pyramid for interpretive task (See Appendix 1)</li> </ul>

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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;"><b>Beginning</b></p> <p><b>Vocabulary focus</b></p> <ul style="list-style-type: none"> <li>• Food and Meals</li> <li>• Health - nutritious choices</li> <li>• Calories - numbers</li> <li>• Food pyramid categories</li> <li>• The "Mediterranean" diet</li> <li>• "I ate ", "Did you eat?"</li> </ul>	<p><b>"Hook" students; get them interested in the topic.</b></p> <ul style="list-style-type: none"> <li>• Introduce with important questions.               <ul style="list-style-type: none"> <li>○ What is the correlation between culture and nutrition?</li> <li>○ Why is good nutrition important?</li> <li>○ How can we ensure good nutrition?</li> </ul> </li> <li>• Compare pictures from the book: <b><u>"What the World Eats."</u></b></li> <li>• Use pictures typical foods and dishes of various Arab cultures discuss differences and similarities with American foods.</li> </ul> <p><b><u>Key elements of lessons:</u></b></p> <p><b>Introduce vocabulary and expressions through:</b></p> <ul style="list-style-type: none"> <li>• TPR with picture cards of fruits, vegetables, dairy, breads, other ingredients.</li> <li>• Students point to and name different foods in the photos of "What the World Eats".</li> </ul> <p><b>Practice interpretive communication:</b></p> <ul style="list-style-type: none"> <li>• Read menus in Arabic and list what is in each dish.</li> </ul> <p><b>Practice interpersonal communication:</b></p> <ul style="list-style-type: none"> <li>• Review names of vegetables, fruits, food items, and dishes from both America and Middle East.</li> <li>• Use a food pyramid as a guide.</li> <li>• Ask and answer guided questions about several food items and in which categories they would go into in the food pyramid.</li> <li>• Ask why it is important to eat some food items rather/or more than others.</li> </ul> <p><b>Samples of formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Answer true or false statements about foods and their nutritional values.</li> <li>• 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%;</li> </ul> <p><b>Teach reading and writing:</b></p> <ul style="list-style-type: none"> <li>• Post vocabulary and expressions on the wall for students to reference as needed during the lessons.</li> <li>• Words are shown with the visuals whenever they are presented to students</li> </ul> <p>Do <b>interpretive</b> performance assessment task when students are ready.</p>

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<p style="text-align: center;"><b>Middle</b></p> <p><b>Vocabulary focus:</b></p> <ul style="list-style-type: none"> <li>• Names of traditional Arab dishes</li> <li>• Names of common, i.e., Bread, eggs, cheese, milk, tea, coffee,</li> <li>• Names ingredients i.e., salt, sugar, olive oil,</li> </ul>	<p><b>Transition and maintain students' interest in the topic.</b></p> <ul style="list-style-type: none"> <li>• What do you like to eat?</li> <li>• When do you eat this food?</li> </ul> <p><b>Key elements of lessons:</b></p> <p><b>Introduce vocabulary and expressions through:</b></p> <ul style="list-style-type: none"> <li>• Using visuals that are available online to teach various foods and dishes from the Arab World.</li> <li>• Ask personalized questions about common foods and Arab dishes that students like.</li> </ul> <p><b>Practice interpretive communication:</b></p> <ul style="list-style-type: none"> <li>• Read authentic menus and dishes. Make a list of ingredients</li> </ul> <p><b>Practice interpersonal and presentational communication:</b></p> <ul style="list-style-type: none"> <li>• Class survey on what kinds of foods people ate for breakfast, lunch, and dinner</li> <li>• Class survey on what kinds of foods people like</li> <li>• Discuss what nutritional values were met and what was missed.</li> <li>• Create a graph to show results from the survey.</li> <li>• Categorize foods in the food pyramid</li> </ul> <p><b>Samples of formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Recognition quiz on the learned vocabulary</li> <li>• Students write what they ate for breakfast, lunch, and dinner</li> <li>• Teacher presents several food items and students write what can be made from them</li> <li>• Present results from the communication practice survey above</li> </ul> <p><b>Teach reading and writing:</b></p> <ul style="list-style-type: none"> <li>• Post vocabulary and expressions on a "word bank" on the wall for students to reference as needed during the lessons.</li> <li>• Practice connecting letters of the specific vocabulary being taught in the unit using small white board, i.e., games, writing practice.</li> <li>• Have students copy the words on the practice sheet as homework.</li> </ul> <p><b>Do presentational performance assessment task when students are ready.</b></p>
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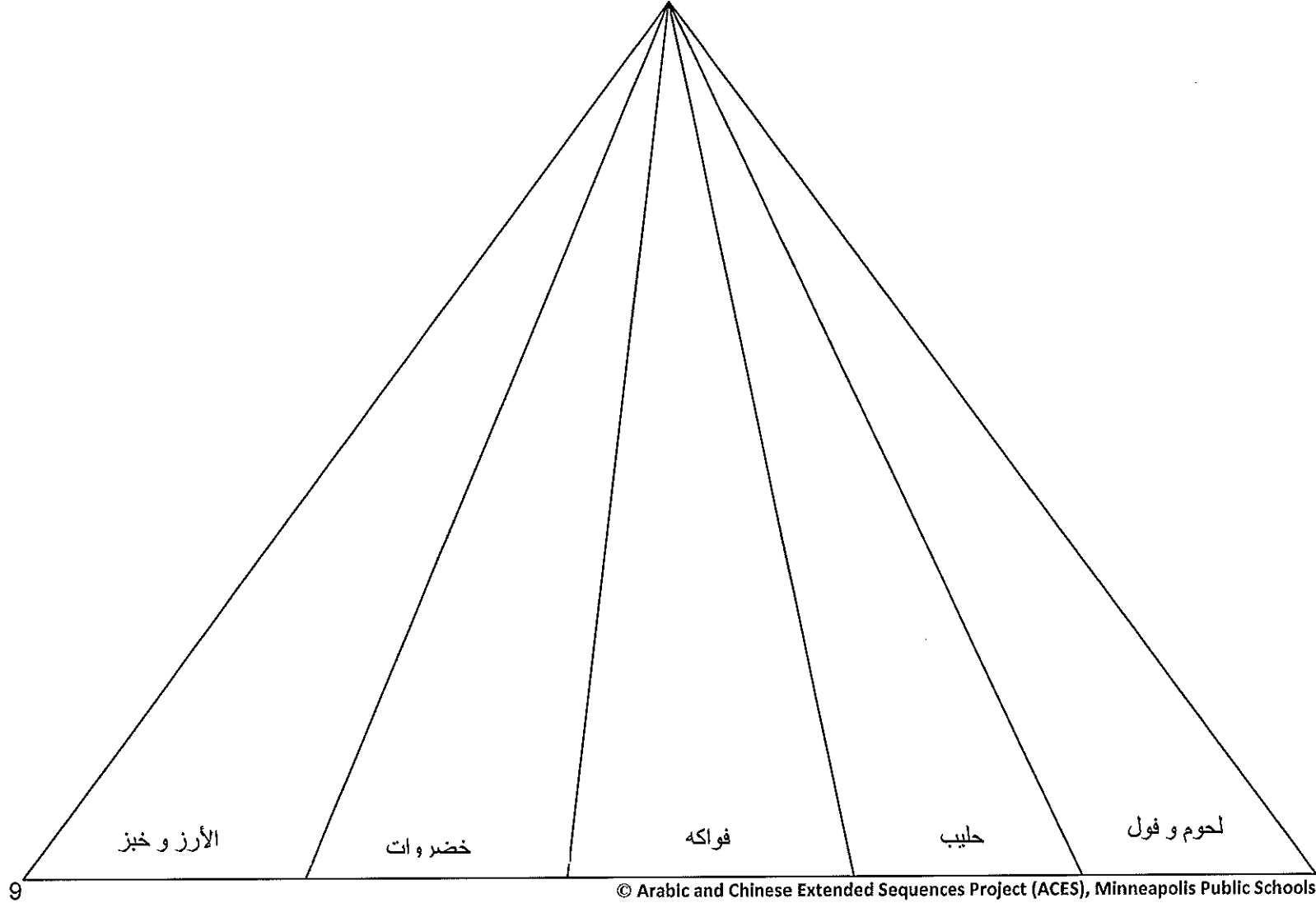
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<p style="text-align: center;"><b>End</b></p> <p><b>Vocabulary focus:</b></p> <ul style="list-style-type: none"> <li>• Metric system for weight- grams and kilograms.</li> </ul>	<p><b>Wrap up the unit and revisit and answer the important questions.</b></p> <ul style="list-style-type: none"> <li>• What is the correlation between culture and nutrition?</li> <li>• Why is good nutrition important?</li> <li>• How can we ensure good nutrition?</li> <li>• Are we really what we eat?</li> </ul> <p><b>Key elements of lessons:</b></p> <p><b>Introduce vocabulary and expressions through:</b></p> <ul style="list-style-type: none"> <li>• Show pictures from “What the World Eats” and compare foods from different countries</li> </ul> <p><b>Practice interpersonal communication:</b></p> <ul style="list-style-type: none"> <li>• Ask a partner about favorite foods.</li> <li>• Talk about differences in foods they like.</li> </ul> <p><b>Samples of formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Use a Venn diagram to compare foods from two different countries presented in the book.</li> </ul> <p><b>Teach reading and writing:</b></p> <ul style="list-style-type: none"> <li>• Read a menu together.</li> <li>• Write a Language Experience Story about a meal that someone from the class ate.</li> <li>• Practice connecting letters of the specific vocabulary being taught in the unit using small white board, i.e., games, writing practices</li> <li>• Have students copy the words on the practice sheet as homework</li> </ul> <p><b>Do interpersonal performance assessment task when students are ready.</b></p>
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**Appendix 1: Food Pyramid**



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Project Teacher: Fatima Lemtouni

Unit template by Donna Clementi, Helena Curtain, and Ursula Lentz; modified for ACES by Gaelle Berg  
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**LESSON PLANNING CHECKLIST**

√	ITEM
<b>STAGE ONE: LESSON GOALS</b>	
	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
<b>STAGE TWO: CHECK FOR LEARNING</b>	
	I know how students will show me that they have achieved the lesson goals by the end of the lesson
<b>STAGE THREE: LESSON ACTIVITIES</b>	
	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
<b>THE ACTIVITIES I HAVE SELECTED TO DO THE FOLLOWING:</b>	
	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