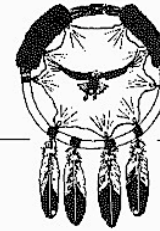


Indian Education Program

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org

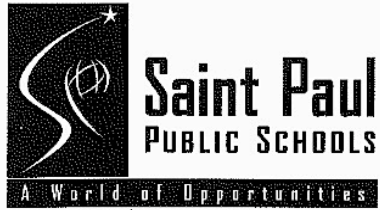


Integrated Performance Assessment Unit

Language:	Dakota (can be adapted for other languages)
Level:	High School (end of year)
Theme:	Health and Wellness
Author:	American Indian Staff of Saint Paul Public Schools, CARLA
Topic:	What can I do to be fit?

This IPA unit is designed for the end of the first year (9-12 grades) beginning Dakota class in St. Paul. The district offers full time Dakota instruction 5 days a week for 50 minutes. The school is on a trimester system. Students generally have family connections to the language, but students who are interested in the language and who have no family ties also enroll in Dakota. Students will have learned aspects about food, powwows, places, animals, family and some sports and games.

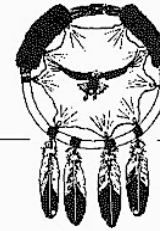
Students are generally novice-mid/high according to ACTFL proficiency guidelines. At this level, learners are able to understand short, learned utterances and some sentences length utterances, particularly where context strongly support understanding and speech is clearly audible. They comprehend words and phrases from simple questions or statements. They may require a repetition, a rephrasing, and/or a slower rate of speech for comprehension. They can engage in simple conversations. They can also provide and obtain little information as well as expressing feelings and emotions in limited situations. Furthermore, they can understand and interpret written and spoken language on the topics they are familiar with. For a description of novice level learners see the ACTFL Proficiency Speaking and Writing Guidelines at <http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>



Indian Education Program

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org



GOALS/OBJECTIVES

Students will be able to:

1. Understand a story about someone who is strong and respected for his/her healthy life (Standard 1.2)
2. Use simple Dakota to talk about being healthy, nutrition & good habits (Standard 1.1)
3. Use Dakota to make a simple informative poster, or a video presentation on what students can do for well being (Standard 1.3)

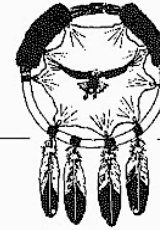
Students will understand:

1. What they can do to be healthy and how their habits impact their health (Standard 3.1)
2. Dakota ideas of wellness and how those ideas on health are similar and different from American ideas for good health. (Standard 2.1)
3. What they can do to be/stay healthy. (Standard 3.1)
4. Being well/healthy involves spirit as well as body. (Standard 2.2)
5. Food is a tool for nourishing our bodies.

Indian Education Program

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org



Summary of Assessment Tasks

<i>Communication</i>	<i>Interpretive task</i>	<i>Interpersonal task</i>	<i>Presentational task</i>
<p>Performance Assessment (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)</p>	<p>Students will read a short teacher created "article" in Dakota about fast food or sports (or another topic) and respond to questions. Students can also be asked to listen to a recording of someone telling about a balanced diet and life, or about a scenario describing bad food, or stress, etc.</p>	<p>In pairs or groups of three, students will talk about what they do to stay healthy and will ask other students what they do for their health.</p>	<p>Students will make a brochure or a short ppt. presentation to inform their friends what young people can do to be healthy, get in shape and be well spiritually/mentally.</p>
<p>What are the <u>Cultural Aspects</u>?</p>	<p>Students compare opinions and habits of healthy lifestyles in Dakota-speaking countries to their own and that of their friends. Students identify and understand similarities and differences in Dakota and English food and snack via television commercials for food.</p>		
<p>What are the <u>Connections to other subjects</u>?</p>	<p>Health, well-being, fitness, social studies, nutrition, sports</p>		
<p>What are the <u>language and cultural Comparisons</u>?</p>	<p>Students compare the words and expressions used to describe food and health related vocabulary and the context in which they are presented in television.</p>		
<p>What are the <u>connections to Communities in and outside of the classroom</u>?</p>	<p>Students use the language outside of class by presenting their brochure and/or presentations to students in another class and to someone in their family.</p>		



Assessment Tasks: what will each task assess, does it mirror the instructional objective for the unit?

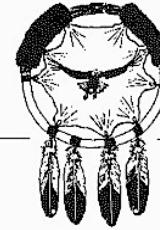
<i>Mode of Communication</i>	Interpretive task
<p>Performance Assessment</p> <p>(Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)</p> <p>Where in the unit does this fit best?</p>	<p>Students read/hear a teacher developed “article” about fast food, nutrition topic from a Dakota magazine or website, or they can hear a “radio” report about the same topic.</p> <p>The “article” could also be about organic food, getting in shape, or eating fast food.</p> <p>This assessment fits into the third week of the unit after students have reviewed food vocabulary and heard in simple Dakota what people historically ate. Students will have compared and evaluated diets of today to diets from previous generations.</p>



Indian Education Program

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org



RUBRIC or Criteria for Assessment Task 1: Interpretive
TASK: Read/listen to the article and answer the questions below.

Name _____

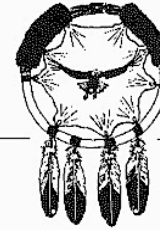
Provide the information in the appropriate spaces.

1. The main idea of the article: (you can write in English)

2. Supporting details: write two ideas from the article/story that support the main point of the article. (For a written text, copying entire paragraphs are not an acceptable answer)
 - a. _____

 - b. _____

3. Why this is topic important?



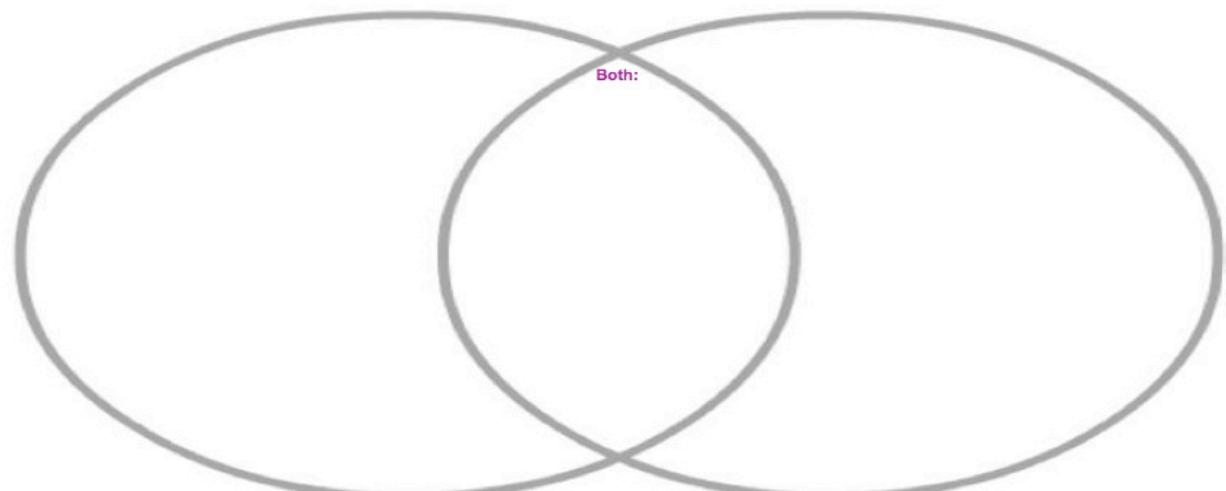
Venn Diagram

Topic:

Compare and share what you do for your health and well-being.

Directions to Students: Ask each other what you do to stay healthy and well. Be sure you allow your partner time to think and answer your question. Each of you must ask and answer questions about your habits. You should talk for at least two minutes. You will be rated on the interpersonal rubric below

Student
Student 2



Target Language Structure(s): what do you do , do you + actoin verb for sports- run, play ball, swim, what doo you eat, healthy, good / bad for your body, learned food vocabulary, I like, I think, do you like/think

Additional Language Task: Thank your partner.

Retrieved April 10, 2011 from <http://www.carla.umn.edu/cobal/tt/modules/strategies/gorganizers/EDITABLE.HTML>



Student name(s):

Student Handout

Date: / /

Topic:

Compare and share what you do for your health and well-being.

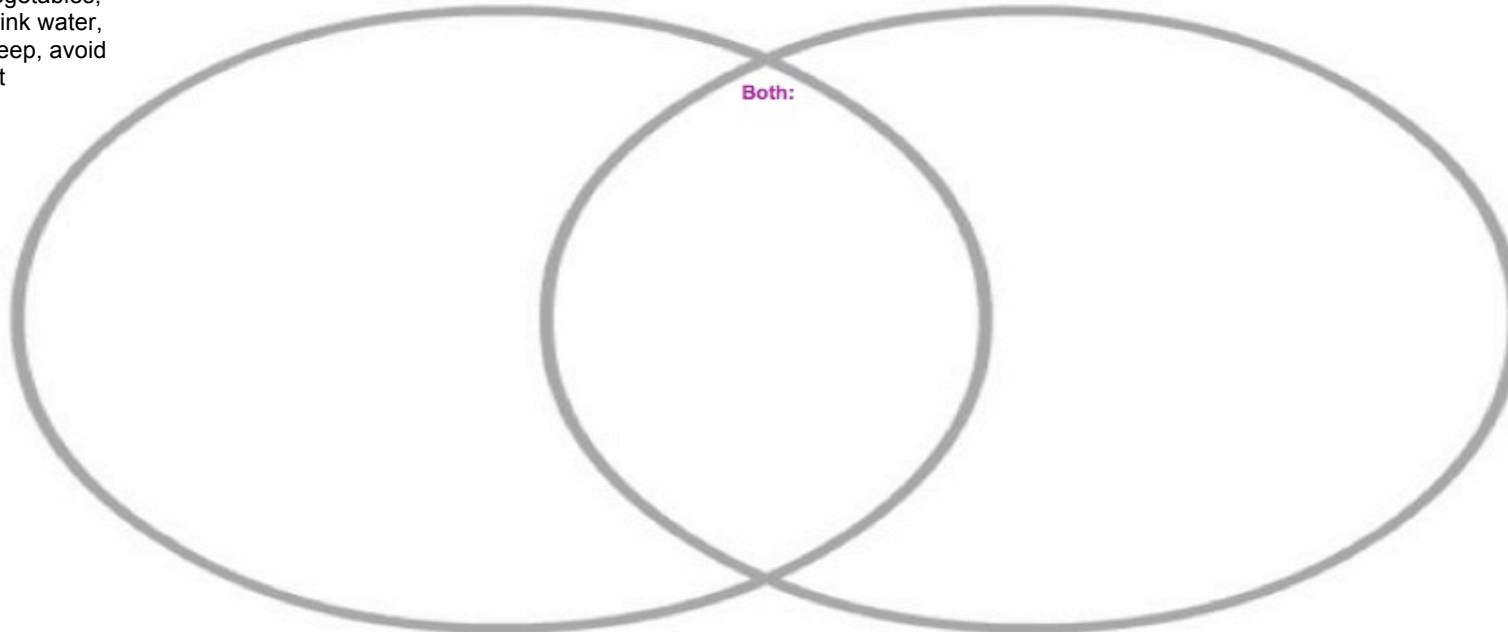
Directions to Students: Ask each other what you do to stay healthy and well. Be sure you allow your partner time to think and answer your question. Each of you must ask and answer questions about your habits. You should talk for at least two minutes. You will be rated on the interpersonal rubric below

Ideas:
exercise, eat
vegetables,
drink water,
sleep, avoid
fat

Student

Student 2

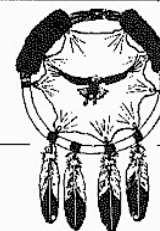
Both:



Additional Language Task: Thank your partner.

Retrieved April 10, 2011 from <http://www.carla.umn.edu/cob/alt/modules/strategies/gorganizers/EDITABLE.HTML>

RUBRIC or Criteria for Interpersonal Assessment Task
TASK: Students interview each other and fill out the Venn diagram above
Non-negotiables:



- Observe turn taking
- Listen actively
- Be supportive and use strategies to help each other
- Be kind

Rubric: Interpersonal – Speaking, novice level

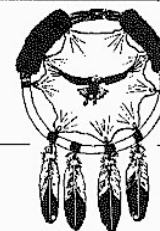
	Exceeds Expectations	Meets Expectations	Approaching
Vocabulary (Are you using learned vocabulary?)	Uses extra vocabulary to complete the task and little, if any, repetition	Uses enough vocabulary to complete the task with minimal repetition	Uses limited vocabulary, repeats frequently
Accuracy (Tenses, verbs, simple/short sentences & phrases, asks & answers questions)	Consistent use of basic beginning structures, questions, simple/short sentences and phrases with few errors	Overall consistent use of basic beginning structures, questions, simple/short sentences and phrases and question words with some errors	Inconsistent use of basic beginning structures, sentences and memorized phrases with frequent errors
Comprehensibility	Few errors and is easy to understand.	Some errors but can be understood by sympathetic listener.	Errors interfere with understanding and require much clarification.

Notes for revision after use:

Indian Education Program

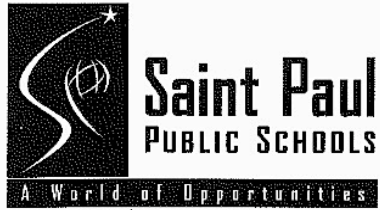
St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org



Assessment

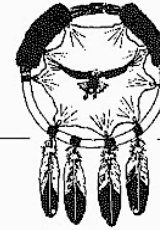
<i>Mode of Communication</i>	Presentational task
<p>Performance Assessment</p> <p>Where in the unit does this fit best?</p>	<p>Students make a guide to good health, either in a PowerPoint or a booklet that students will present to a beginning level class, to someone in their family and possibly at a parent conferences or an Open House evening.</p> <p>This assessment comes at the end of the unit after a class discussion of the information students gathered during the interpersonal task.</p>



Indian Education Program

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org



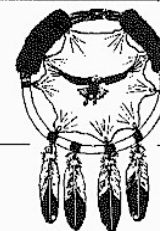
Presentational Task

Instructions to Student: In groups of three, you will work to develop a power point presentation that provides advice on how to be fit and how to work toward overall well-being.

For the PowerPoint you must have at least 9 slides, each of which offers information on staying or becoming healthier both physically and mentally. You each must have at least three slides. You will make a draft on paper and use the corrected draft to make the power point. (Or students can make a public service brochure on the same topic as above.)

Non-negotiables:

- Draft submitted and corrected
- At least three slides/pages per participant
- Make it interesting



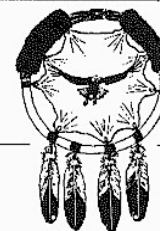
RUBRIC or Criteria for Assessment

TASK: Presentational

Non-negotiables: The guide:

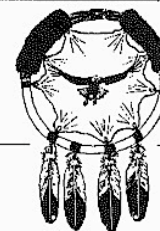
- Must have pictures to illustrate your suggestions for health.
- Must be typed if you choose to do a brochure.
- For the PowerPoint, each person must present her/his slides, at least three times
- Drafts must be corrected and revisions included in final version

	Exceeds Expectations	Meets Expectations	Approaching
Vocabulary (Are you using learned vocabulary?)	Uses extra vocabulary to complete the task and little, if any, repetition	Uses enough vocabulary to complete the task with minimal repetition	Uses limited vocabulary, repeats frequently
Accuracy (Tenses, verbs, simple/short sentences & phrases, asks & answers questions)	Consistent use of basic beginning structures, questions, simple/short sentences and phrases with few errors	Overall consistent use of basic beginning structures, questions, simple/short sentences and phrases and question words with some errors	Inconsistent use of basic beginning structures, sentences and memorized phrases with frequent errors
Comprehensibility	Few errors and can be understood	Some errors but can be understood by sympathetic reader	Errors interfere with understanding and require much clarification.



The instructional and formative assessment components of the unit

Functions	Structures	Vocabulary	Materials/Resources
<p>(Asking questions, describing, telling likes and dislikes, narrate; etc.)</p> <p>Question words: what, when, how, can you?</p> <p>Yes/no structures – subject verb inversion</p> <p>Make suggestions : You could</p>	<p>Verbs, adjectives, adverbs</p>	<p>What are the essential words needed?</p> <p>Sport, tennis, ball, swim.</p> <p>What are additional words that are nice to know?</p> <p>See attachment that follows as a worksheet</p>	<p>Pictures, stories, online resources, videos, games</p> <p>Web sites such as for information on nutrition</p> <p>Teacher made stories or authentic stories on personal qualities and physical fitness.</p> <p>Pictures on Flickr for vocabulary words</p> <p>http://www.flickr.net</p>
<p>Reflection: What worked well, what needs to be changed?</p>			



Preparing for Interpersonal, Presentational, Interpretive Assessment

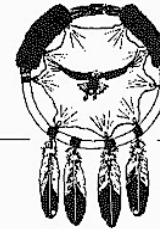
How do I introduce topic, build a middle, wrap up the unit? Learning Activities /Opportunities for students to practice

	Learning Activities: Description/ Suggestions
Beginning	<p>The teacher shows a cereal box and asks the class who likes this as well as other foods, including healthy foods and not so healthy common foods. Then uses TPRS to teach vocabulary for foods using the TPRS model. Teachers make up a story or use an authentic story from the culture about food.</p> <p>Teacher can also introduce vocabulary words with pictures and ask what students ate for breakfast using flashcards with vocabulary. The pictures can be shown and the teacher can say "Is this _____?" "Is that _____?" and the students answer yes or no depending on the word matching the picture.</p> <p>Students work in groups of three to plan for a simple meal using pictures for the dishes. They could also draw a food pyramid.</p> <p>Students can keep a record of what they eat over the course of a day using the language. Words can be provided in a class session and words written on the board or overhead.</p> <p>Students can also play the four corner game (see end of unit)</p> <p>Student do the word gap activity at the end of the unit (or use the sheets as a survey)</p> <p>The class can then tally how many students eat which food –teacher can select some foods from the list to make the activity shorter.</p>

Indian Education Program

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org



<p>Middle</p>	<p>Students will read a teacher created text about article about an athlete and his/her training. A formative assessment could be students filling out a chart with information related to the kind of food and the number of hours of sleep the athlete/person gets/eats.</p> <p>Students work in pairs to do a web search on obesity and smoking in young people using URLs found on a teacher created list of sites. Teachers can also make a web quest on other health related issues; e.g. obesity, lack of exercise, smoking, stress, too much fat in food, fast food - as found appropriate by the teacher. This will likely be in English.</p> <p>When completed students can report out in groups and the teacher provides the Dakota for the words that the teacher decides are most important.</p> <p>This is a good point where discussion of mental and spiritual health may fit. Teacher can tell appropriate story in simple Dakota about important qualities needed for life.</p>
----------------------	---

Indian Education Program

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org



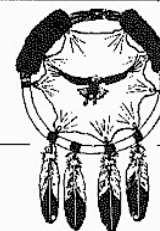
<p>End</p>	<p>The presentational task completes the unit. Students present their PowerPoint or brochure. For power point, the class does a worksheet and notes what each presentation included. Sheets are collected but not graded. Students get participation credit and have to focus on the presentations. For brochure, a gallery walk or presenting it as a TV ad in front of the class is an option.</p>
-------------------	--

Possible Resources: <http://mendotadakota.com/mn/category/native-american-indian-video/>

Dakoteyah Wogdaka! Talk Dakota! <http://www.nativeshop.org/learn-dakota.html>

Food Words: <http://www.nativeshop.org/learn-dakota/lesson-four.html>

Life health, emotions: <http://www.nativeshop.org/learn-dakota/lesson-five.html>







Student worksheet for class food and eating food survey

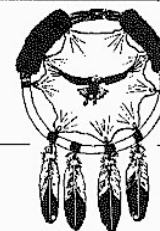
Taken from **Lesson 4** Retrieved April 29, 2011 from: <http://www.nativeshop.org/learn-dakota/lesson-four.html>

Ask three students in your class about the foods below.

Woyute
(foods)

Do you eat/like?	Is it healthy?	Do you eat/like?	Is it healthy?
 	+ / -	 	+ / -

Tado (meat)	Aǵuyapi (bread)
Tado kapaŋpi (ground meat)	Aǵuyapisaka (crackers)
Kukuśa tado (pork)	Aǵuyapiskuya (cakes, rolls)
Papa (dried meat/jerky)	Aǵuyapiskuyena (cookies)
Waśiŋ (bacon, fat)	Aǵapíwítē ŋśpaŋyaŋpi (donuts)
Taśupa (bologna, hot dogs, lunch meat, etc.)	Aǵuyapizibzipena/aǵuyapiokaśtaŋśpaŋyaŋpi (pancakes)
Waśiŋ oǵuǵu/woǵu (cracklings)	Opemnikaǵapi (pie)
Táćad (venison)	Ćokiŋkaǵapi (skillet bread)
Ptezićenaŋ tado (veal)	Wírdi ŋkaǵapi (fry bread)
Kloǵa ŋna tado (chicken)	
Zizića tado (turkey)	



<u>Maġa tado</u> (goose)	
<u>Maġaksiċa tado</u> (duck)	
<u>Hoġaŋ</u> (fish)	

Woyute waiċaġa/
takuśniśni wozupi
(vegetables)

Wápppi _____ (lettuce)

Omniċa (beans)

Pśiŋ (onion)

Psii (rice)

Oziŋziŋtka (tomato)

Bdo (potato)

Tipsina (turnip)

Paŋgizizi (carrot)

Omčáŋtiŋ _____ (peas)

Wakmu (squash, pumpkin)

Cucuna (cucumber)

Waskuyeċa
(fruits)

Ćaŋpa
(cherries)

Kuŋta (plums)

Taspaŋ
(apple)

Taspaŋháda
(pears)

Taspaŋhiŋśma
(peaches)

Taspaŋzi
(oranges)

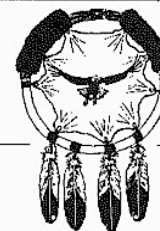
Sakayutapi
(watermelon)

Sakayutapizi
(cantalope)

Indian Education Program

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org



**Woyute waićaga/
takuśniśni wozupi
(vegetables)**

Yamnumnućapi (peps)

Woyatke (beverages)

Mni (water)

Haŋpi (juice)

Wápe (tea)

Wakadyapi/peżuta sapa (coffee)

Kapopapi (soda pop)

Mniśa (wine)

Ćaŋhaŋpśapśa (candy)

Wahaŋpi (soup, stews)

Asaŋpítłġp (dairy)

Asaŋpi (milk)

Asaŋpipasutapi (cheese)

Asaŋpítł (butter)

Asaŋpizi (cream)

Asaŋpisuksuta (cottage cheese, curds)

Asaŋpićayp' ġśh (ice cream)

Witka (eggs)

Wakmaheza takapi (popcorn)

**Waskuyeća
(fruits)**

Note to teachers: Students should have worked with the foods above and the English can be removed when they do the survey, students can have labeled pictures or found magazine pictures of the foods.

Another option is to have students IN PAIRS do an information gap activity, (there is a copy of the worksheet below). Teachers, need to remove the English from some of each sheet so each students will have the English the other student does not have and is then able to help her/his partner in learning the word. They can use gestures or draw a picture before giving the English.





Student worksheet for class food and eating food survey

Taken from Lesson 4 Retrieved April 29, 2011 from: <http://www.nativeshop.org/learn-dakota/lesson-four.html>

Ask three students in your class about the foods below.

Woyute
(foods)

Do you eat/like?	Is it healthy?	Do you eat/like?	Is it healthy?
 	+ / -	 	+ / -

Tado (meat)

Tado kapaŋpi (ground meat)

Kukuśa tado (pork)

Papa (dried meat/jerky)

Waśiŋ (bacon, fat)

Taśupa (bologna, hot dogs, lunch meat, etc.)

Waśiŋ oġuġu/woġu (cracklings)

Táćăd (venison)

Ptezićenəŋ tado (veal)

Kəŋăa ŋna tado (chicken)

Zizića tado (turkey)

Maġa tado (goose)

Aġuyapi (bread)

Aġuyapisaka (crackers)

Aġuyapiskuya (cakes, rolls)

Aġuyapiskuyena (cookies)

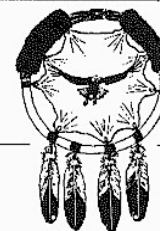
Aġapăwite ŋspanyanpi (donuts)

Aġuyapizibzipena/aġuyapiokaśtanşpanyanpi (pancakes)

Opemnikaġapi (pie)

Ćokinqaġapi (skillet bread)

Wírdü ŋkaġapi (fry bread)



Maǵaksića tado (duck)

Hoǵaŋ (fish)

**Woyute waićaǵa/
takuśniśni wozupi
(vegetables)**

Wáŋŋapi (lettuce)

Omnića (beans)

Pśiŋ (onion)

Psiiŋ (rice)

Oźiŋziŋtka (tomato)

Bdo (potato)

Tipsina (turnip)

Paŋgizizi (carrot)

Omćáŋiŋa (peas)

Wakmu (squash, pumpkin)

Cucuna (cucumber)

Yamnumnuǵapi (peppers)

Woyatke (beverages)

Mni (water)

Haŋpi (juice)

Wápe (tea)

Wakadyapi/peźuta sapa (coffee)

**Waskuyeća
(fruits)**

Ćaŋpa (cherries)

Kuŋta (plums)

Taspaŋ (apple)

Taspaŋháda (pears)

Taspaŋhiŋśma (peaches)

Taspaŋzi (oranges)

Sakayutapi (watermelon)

Sakayutapizi (cantalope)

Asaŋpítáǵǵǵ (dairy)

Asaŋpi (milk)

Asaŋpipasutapi (cheese)

Asaŋpítá (butter)

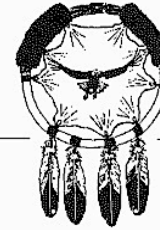
Asaŋpizi (cream)



Indian Education Program

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

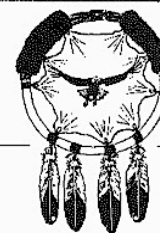
Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org



Kapopapi (soda pop)
Mniša (wine)
Ćanhanpśapśa (candy)
Wahanpi (soup, stews)

Asanpisuksuta (cottage cheese, curds)
Asanpičyp/ ěs ěn (ice cream)
Witka (eggs)
Wakmaheza takapi (popcorn)

Note to teachers: Students should have worked with the foods above and the English can be removed when they do the survey



Life health, emotions:

Retrieved April 20, 2011 from <http://www.nativeshop.org/learn-dakota/lesson-five.html>

Wićoni	(life)	Yutaŋ	(feel)	Wozani	(health)	Wiyuśkin/iyoki pi/ćantewašte	(happy)	Ćanteoyuza
(emotions)	Ćanteśića	(sad)	Wićata/ta	(death/dead)	Ćanzeca	(angry)	Wayazaŋka	(sick/ill)
Tawaćiŋśića	(mean-spirited)	Ćaġu napo	(pneumonia)	Wišteća	(shy, bashful)		Sni oyuspa	(catch
a	cold)	Wakokpa	(scared)	Hópa	(cough)	Nihĩŋćiŋya	(nervous/anxious)	Pśa
(sneeze)	Iyokśića	(depressed/lonely)	Dote yazaŋ (sore)	throat)	Ipi	(full)	Pa yazaŋ	(headache)
Doćiŋ	(hungry)	Tezi yazaŋ	(stomachache)	Aķła ŋ	(starve)	Natipa	(cramps)	Ipuza
(thirsty)	Taŋćaŋkatapi	(fever)	Ćepa	(fat)	Kaźopi (diarrhea)	Tamaheća (skinny)	Hĩġa (vomit)	Haŋska
(tall, long)	Huhu kawegá (broken)	bone)	Ptećenan	(short)	Yazaŋ/ksuya	(pain, hurt)		
Duzehan	(fast)	Kasuzá	(bruise)	Hĩŋhi (slow)	Po	(to swell, swollen)		
Nawizi/wowina wizi	(jealous, jealousy)	Hĩđ	(sores)	Waćiŋko	(pout, easily angered)			
Hušte	(lame)	Watuka	(tired, weary)	Hĩb	(sleepy)	Okizi	(heal)	
Akisni	(recover)	Uta (taste)	Omna	(smell)	Naġon (hear)	Wanyaka	(see)	