



Arabic and Chinese Extended Sequences (ACES) Program

Dream House 我夢想中的家 Integrated Performance Assessment Chinese, Level 3, Northeast Middle School, Mid-Year

This Integrated Performance Assessment was developed as part of the Minneapolis Public Schools' ACES Project (Arabic and Chinese Extended Sequences). The project was funded with a FLAP (Foreign Language Assistance Project) grant from 2008-2012. The purpose of the grant was to: develop high quality, articulated language instruction, curriculum, and assessments for Arabic and Chinese in K-12 programs; provide high quality professional development for teachers of Arabic and Chinese; and establish model articulated programs in Arabic and Chinese in grades K-12.

The ACES Project created new course-level curriculum maps, benchmarks, and thematic units with integrated performance assessments for Arabic and Chinese in Minneapolis, based on the Understanding by Design framework, (Wiggins and McTighe, 2005). This curriculum design model allowed ACES project teachers to develop curriculum that integrates an interdisciplinary, content-based approach that incorporates the National Standards for Foreign Language Learning, (ACTFL, 1996). The themes, topics, and benchmarks are articulated to facilitate students' proficiency development over a course of language learning in grades K-12. The project benchmarks were adopted and adapted to provide learning targets for the curriculum sequences and address the various entry points for students who begin learning Arabic or Chinese in K-12, 6-12, and 9-12 learning sequences in Arabic and Chinese.

More information about the ACES program, additional IPAs, and benchmarks can be found at: worldlanguages.mpls.k12.mn.us/aces

This IPA is included on the Virtual Assessment Center (VAC) website at the Center for Advanced Research on Language Acquisition (CARLA) at the University with permission from the Minneapolis Public Schools.

The VAC includes step-by-step instructions for teachers to create their own IPAs (www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html) along with a collection of IPAs (www.carla.umn.edu/assessment/vac/CreateUnit/e_1.html).

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IB Theme: How are values reflected in everyday life?

Enduring Understanding:

- A culture's practices, products and perspectives relate to and reflect each other.

Important Questions:

- How does architecture reflect the culture in which it is designed?
- What practices do Chinese people use when they design their home?
- Why are these important?

Learning Targets:

Students can:

- Understand a verbal description of a house in China. (Interpretive)
- Present oral and written information about a house in China that incorporates the concept of 風水 *fēngshui* to an audience of "potential buyers." (Presentational)
- Participate in a "phone call" to inquire about missing information on a floor plan of a home in China. (Interpersonal)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> Listen to a verbal description of a home and label a floor plan based on what the description they hear.
	Presentational task
	<ul style="list-style-type: none"> Play the role of "real-estate" agent. Draw or create a design of a fictional "dream home." Then, make a Power Point presentation about their "dream home" to "potential buyers".
	Interpersonal task
	<ul style="list-style-type: none"> Play the roles of real-estate agent and buyer in a scenario about a flyer of the layout of the dream home that was damaged by a spilled drink. The "buyer" wants to retrieve some information on the flyer and calls the real estate agent on the phone to ask questions to supply the missing information.
Culture	<ul style="list-style-type: none"> <i>Feng- shui</i>, Chinese architecture and home furnishings.
Connections	<ul style="list-style-type: none"> Mathematics, art, design, and architecture
Comparisons	<ul style="list-style-type: none"> Housing in China and the U.S.
Communities	<ul style="list-style-type: none"> Observe and share information about homes in the U.S. and China. Invite an architect to talk about traditional and new architecture in China. Invite an expert in Feng-Shui to visit the class and talk about this practice in designing homes.

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<i>Communication: Interpretive</i>	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Describing places and objects. • Rooms of the house • Locations and prepositions • Size and measurements • Colors • Materials – brick, glass, concrete • Directions • Home furnishings 	<p>Listen to a verbal description of a home and label a floor plan based on what the description they hear.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Preview the floor plan of a home in China. 2. Then listen to recording of the person telling about a home and label the floor plan according to the description.
<i>Communication: Presentational</i>	Performance Assessment Task 2
<p>Students have learned and practiced all of the above vocabulary, plus:</p> <ul style="list-style-type: none"> • Feng-shui concepts 	<p>Play the role of "real-estate" agent. Draw or create a design of a fictional "dream home." Then, make a Power Point presentation about their "dream home" to "potential buyers".</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Design and draw a "dream home." 2. Imagine you are a "real-estate agent" and you want to sell your dream home to a "potential buyer". 3. Create a Power Point presentation that describes the "dream home". Talk about the drawing of the dream home and its features in Chinese.

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Communication: Interpersonal	Performance Assessment Task 3
<p>Students have learned and practiced all of the above, plus review of:</p> <ul style="list-style-type: none"> • Polite phrases, i.e. excuse me, please • Directions • Prepositions and locations • Size 	<p>Play the roles of real-estate agent and buyer in a scenario about a flyer of the layout of the dream home that was damaged by a spilled drink. The “buyer” wants to retrieve some information on the flyer and calls the real estate agent on the phone to ask questions to supply the missing information.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. With your conversation partner. Decide which of you will be the “buyer” and which will be the “real estate agent”. 2. Each of you will have a different floor plan of a dream home. The floor plan of the dream home that the “buyer” is looking at has been “damaged” by a spilled drink. The floor plan that the “real estate agent” is looking at is complete. He/she must not show this to the buyer during the mock phone conversation. 3. The “buyer” wants to retrieve information about the floor plan and calls the “real estate agent” on the phone and asks questions about what is on the floor plan and what he/she cannot see because of the spill. 4. The real estate agent answers questions based on the complete floor plan that he/she has.

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 Structures	Key Vocabulary	Materials/ Resources
<ul style="list-style-type: none"> • Ask questions • Tell likes and dislikes, • Identify from a description • Describe a home and its contents • Tell location • Use appropriate etiquette in a phone call • Present information about a home 	<ul style="list-style-type: none"> • A 在 B... (Prepositional phrase) • Causal Relationships: 因為 because of...所以 therefore • 這是我的家 This is my house; • 這是我家的客廳 This is our living room; • 客廳裡有沙發, 電視機, 桌子 There is a sofa, a television, and a table in the living room. 	<p>Essential to know:</p> <ul style="list-style-type: none"> • Rooms in a home:臥室 bedroom; 書房 study room; 廚房 kitchen; 廁所 bathroom;房間 bedroom; 客廳 living room; 飯廳 dining room; 車庫 garage; 洗衣房 laundry room; 浴室 shower; 騎樓 porch; 樓上 upstairs; 樓下 downstairs; 一樓 first floor; 二樓 second floor; 層 measure word for floor • Household objects :窗 window; 門 door; 床 bed; 鏡子 mirror; 椅子 chair; 桌子 table; 電視機 television; 車 car; 沙發 sofa; 電腦 computer; 洗衣機 washing machine • Locations(Prepositional phrase) 前面 front; 後面 back; 左邊 left; 右邊 right; 上面 up; 下面 down; 裡面 inside; 外面 outside; 東 east; 南 south; 西 west; 北 north (面 / 邊); 在哪裡 where • Question words – 誰 who; 什麼 what; 哪裡 where? 什麼時候 when <p>Nice to know:</p> <ul style="list-style-type: none"> • Types of Home-房子 house; 公寓 apartment; 洋房 house (Western type); 蒙古包 yurt, 三合院 three sided traditional courtyard 四合院 four sided traditional courtyard • Types of Climate/Environment:草原 prairie; 沙漠 desert; 熱帶 tropical; 森林 forest; 溫暖 warm; 寒冷 cold; 涼爽 cool 	<ul style="list-style-type: none"> • Pictures of houses in China • Song of a house(There is a stream in front of my house) • Video of a house http://www.youtube.com/watch?v=2gQznOtKPpA • Feng-Shui TV program http://www.mapleshow.com/node/45690/風水!有關係-20120310/

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Description of sample lessons and formative assessments for <i>beginning, middle, and end</i> to teach the unit	
<p style="text-align: center;">Beginning</p> <p>Vocabulary focus: Review of</p> <ul style="list-style-type: none"> • Introductions and good-byes; • Names and ages/numbers; • Questions, i.e. Where do you live? <p>Introduce:</p> <ul style="list-style-type: none"> • Rooms of house • Locations • Colors • Size 	<p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Introduce with essential, important questions. <p>Key elements of lessons Introduce vocabulary:</p> <ul style="list-style-type: none"> • TPR - students do actions; students follow commands; use humorous, bizarre commands (i.e. sit on the table, sit under the table) • Use photos of homes and floor plans of homes in China. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Survey classmates, ask information questions about how many bedrooms are in their “dream apartment or house”. • Create a class roster. • Graph results of survey <p>Sample formative assessments:</p> <ul style="list-style-type: none"> • Tell a story by asking questions. (i.e. There was a boy who lived in Beijing. What was his name? Was her name Yao? Did he live in a small house or a big house?). • Use comprehension checks, i.e. thumbs up/thumbs down; what percentage of description did you understand, show 8 fingers for 80%; TPR commands- “Point to the kitchen. Touch the front door.) • Have students fill in a Venn diagram of a house in the U.S. and a house in China. • Role play a phone call and a situation, ex: You left your keys. Have someone pretend they are at your home and you tell them where to look for them. • Respond to visuals - yes/no; choice (is it X or Y?; who, what, where, when?) • Partner Game: “Hide” a toy in a drawing of a house. Partners ask questions to find the location of the toy. <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • Teach the character when the word is introduce • Practice character recognition • Have students copy a character for vocabulary topic; write the character on the board at the beginning of class, but can’t write one that someone else has written already. <p>Summative assessment: 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">• Descriptions• Locations• Prepositions• Household objects• Feng-shui	<p>Transition and maintain students' interest in the topic.</p> <p>Key elements of the lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none">• Use photos of various rooms and do Personalized Questions and Answers• TPR on the concepts of Feng-shui• Describing a picture of a house as a class/projected onto white board <p>Practice interpersonal communication:</p> <ul style="list-style-type: none">• Students survey each other about number of rooms in their “dream house.”• Draw their own house floor plan and ask each other about what’s in each room.• Information gap on rooms of a house- find items that are different, find what items are in the room, etc... <p>Formative assessments:</p> <ul style="list-style-type: none">• Students draw floor plan of their own room or a home, label it, and state whether it meets the rules of Feng-shui by orally or in writing. <p>Teaching reading and writing:</p> <ul style="list-style-type: none">• Student practice writing learned vocabulary as homework• Read authentic floor plans from advertisements of home sales and rental apartment. <p>Summative assessment:</p> <ul style="list-style-type: none">• Do presentational performance task when students are ready.
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<p style="text-align: center;">End</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none">Review: how to ask questions, how to ask for clarification, or ask to repeatReview polite phrasesPhone etiquette	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none">As a class, compare architecture in the U.S. and China by looking at pictures, then discuss similarities and differences and fill in a venn diagram. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none">Student role play where they are talking on the phoneInformation gap activities on missing items in a picture of a room <p>Formative assessments:</p> <ul style="list-style-type: none">Monitor student language use during the information gap activitiesAsk students for reasons to use Feng-shui in designing a living space.“Where is panda’s nose?” Game: Panda’s face will be drawn on the whiteboard but its nose is missing. Person A will be blindfolded, Person B will give accurate direction “up, down, left, right” to Person A to draw panda’s nose. <p>Teaching reading and writing:</p> <ul style="list-style-type: none">Student practice writing learned vocabulary as homework <p>Summative assessment:</p> <ul style="list-style-type: none">Do interpersonal performance task when students are ready.
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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 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

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