

## CARLA Virtual Assessment Center

### Teacher-Developed Standards-Based Integrated Performance Assessment (IPA) & Unit Overview

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| <b>THEME:</b> Contemporary Life                                      | <b>TOPIC:</b> Health     | <b>ESSENTIAL QUESTION:</b> Which doctor do I see when I am sick: Western or Chinese? |
| <b>GRADE/LEVEL/(Elem-Jr.High-HS-College):</b><br>Level 3 High School | <b>LANGUAGE:</b> Chinese | <b>TARGETED PROFICIENCY:</b> Novice High – Intermediate Low                          |
| <b>UNIT DESIGNER:</b> Shu-Whei Miao                                  |                          |  |

Integrated Performance Assessment is a classroom-based performance assessment model developed by ACTFL that can be used for evaluating student’s communication skills in the three modes of communication (Interpretive, Presentational, Interpersonal) identified in the *World-Readiness Standards for Learning Languages* (2015). The *World-Readiness Standards* incorporate the *Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century* (1996), and *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* (2006).

Using a Backward Design approach, the IPA units begin with Goals of Instruction for the unit, and the final Performance Assessment. The unit template then shows how the 5 Cs of the *Standards* are integrated. The language functions, priority vocabulary, and sample learning activities students need to practice are also included.

This IPA unit was developed in collaboration with the Assessment Project at the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota with funding support from the U.S. Department of Education’s Title VI Language Resource Center program. This unit utilizes a format developed by Donna Clementi and Helena Curtain with Ursula Lentz, and was updated by Donna Clementi in 2015.

CARLA’s Virtual Assessment Center (VAC) provides background information and step-by-step instructions for teachers to create their own IPA units. See: [www.carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html)

This IPA unit can be found on the VAC along with other IPAs in a range of languages and levels. See: [www.carla.umn.edu/assessment/vac/CreateUnit/unit\\_examples.html](http://www.carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html)

## Standards-Based Integrated Performance Assessment and Unit Overview

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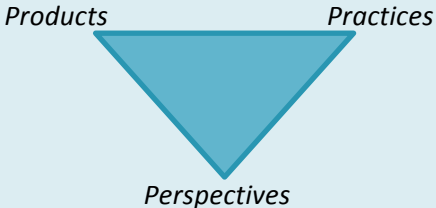
### UNIT OVERVIEW

#### DESCRIPTION OF UNIT

In this unit learners will compare traditional Chinese medicine practices to Western medicine practices. Learners will role play a conversation describing different ailments and suggestions for treatment based on Western and Chinese practices. They will write an essay comparing Chinese to Western medicine practices.

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| <b>INSTRUCTIONAL GOALS</b> <ul style="list-style-type: none"> <li>▪ <i>Why is this unit relevant?</i></li> <li>▪ <i>What will learners know and be able to do by the end of the unit?</i></li> </ul>   | Learners will: <ul style="list-style-type: none"> <li>• Observe and describe the purpose for different Chinese medicine treatments.</li> <li>• Make simple comparisons between Western and Chinese medicine practices.</li> <li>• Ask and respond to questions related to their health.</li> </ul>  |
| <b>STANDARDS-BASED PERFORMANCE ASSESSMENT</b> <ul style="list-style-type: none"> <li>▪ <i>Does the performance assessment include the three modes of Communication (Interpretive, Presentational, Interpersonal)?</i></li> <li>▪ <i>Does the assessment provide evidence of achievement of the instructional goals?</i></li> <li>▪ <i>Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks?</i></li> </ul> | <p><u>Interpretive Task</u></p> <ul style="list-style-type: none"> <li>• Read advertisements for five different traditional Chinese medicine clinics (in the Twin Cities, MN) and identify the location, contact information, specialties, and treatments of each clinic.</li> </ul> <p><u>Presentational Tasks</u></p> <ul style="list-style-type: none"> <li>• Write an essay making simple comparisons between Chinese and Western medicine.</li> <li>• Present a role play between a Chinese doctor and a patient: the doctor suggests a treatment based on the patient’s responses to the doctor’s questions about his/her illness.</li> </ul> <p><u>Interpersonal Task</u></p> <ul style="list-style-type: none"> <li>• In small groups learners discuss the benefits and limitations of Chinese and Western medicine practices.</li> </ul> |

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| <p><b>CULTURES EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Are cultural products, practices, perspectives integrated into daily lessons?</li> </ul> <div style="text-align: center;">  </div> | <p><b>Products:</b> Chinese herbs<br/> <b>Practices:</b> Using a combination of herbs to treat illnesses<br/> <b>Perspectives:</b> Emphasis on restoring balance of energy, body, spirit</p> <p><b>Products:</b> Acupuncture<br/> <b>Practices:</b> Using acupuncture as a treatment for illness<br/> <b>Perspectives:</b> Western vs. Chinese interpretations of how acupuncture works</p>             |  |
| <p><b>CONNECTIONS EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Do learners use the target language to explore other disciplines?</li> </ul>   | <b>Making Connections</b>   | <b>Acquiring Information and Diverse Perspectives</b>  |
|  | Health: Causes of illnesses   | Health: Western and Chinese perspectives on causes of illnesses and effective treatments.                |
| <p><b>COMPARISONS EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Do learners compare their language and culture to the target language and cultures?</li> </ul>   | <b>Language Comparisons</b>   | <b>Cultural Comparisons</b>  |
|  | Give examples of how a character in Chinese represents a complex idea.  | Learners compare Western and Chinese attitudes towards wellness and illness.                             |
| <p><b>COMMUNITIES EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Do the learners share the target language and culture beyond the classroom?</li> <li>Do they set personal learning goals and monitor their progress?</li> </ul>  | <b>School and Global Communities</b>  | <b>Lifelong Learning – Goal-setting</b>  |
|  | Learners gather information about traditional Chinese medicine clinics in the (Twin Cities, MN).  | Learners set personal goals related to describing and comparing Western and Chinese medicine treatments. |
| <p><b>CONNECTIONS TO COMMON CORE</b></p> <ul style="list-style-type: none"> <li>Which Common Core Anchor Standards are supported by this unit's learning activities?</li> </ul>  | <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.<br/> W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> |  |

## Standards-Based Integrated Performance Assessment and Unit Overview

| <b>TOOLBOX</b>   |                                     |
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| <b>SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS</b>  |                                     |
| <b>Activity and Purpose</b>  | <b>Communication Mode</b>           |
| Watch a videoclip (1:51 from Youtube) introducing basic traditional Chinese medicine.  | Interpretive Listening              |
| Read advertisement for a Traditional Chinese Medicine clinic to determine location, treatments offered.  | Interpretive Reading                |
| Read an article/articles in English as a homework assignment that describes different Chinese treatments: acupuncture, moxibustion, Chinese herbs, tui na massage, cupping, gua sha. | Interpretive Reading                |
| In groups, learners create visuals to help explain different Chinese treatments and explain the treatments to classmates.  | Presentational Speaking             |
| In groups, learners create advertisements for Chinese treatments using 5 different adjectives and stating why the treatment is helpful.  | Presentational Writing              |
| Create a picture dictionary showing different treatments.  | Presentational Writing              |
| Create a dialogue between two people discussing health issues and possible treatments.   | Interpersonal                       |
| Role play visiting a doctor and explaining a health problem: learner picks a symptom of an illness at random and then must describe the symptoms to the doctor.                      | Interpersonal                       |
| Write an email to a friend explaining that you are ill and cannot attend an activity.  | Presentational Writing              |
| <b>RESOURCES</b>   | <b>DIGITAL LITERACY INTEGRATION</b> |
| <a href="http://www.chinahighlights.com/travelguide/culture/traditionalmedichine.htm">http://www.chinahighlights.com/travelguide/culture/traditionalmedichine.htm</a>                |                                     |