

CARLA Virtual Assessment Center

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

THEME: Contemporary Life	TOPIC: Food	ESSENTIAL QUESTION: How does food reflect culture?
GRADE/LEVEL/(Elem-Jr.High-HS-College): High School Level 3	LANGUAGE: Chinese	TARGETED PROFICIENCY: Novice High
UNIT DESIGNER: Shio-wen Sun		

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 21st Century* (1996), and *Standards for Foreign Language Learning in the 21st 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

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

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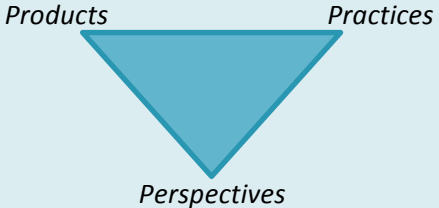
UNIT OVERVIEW

DESCRIPTION OF UNIT

This unit focuses on how ritual influences family relationships in Chinese culture. Learners identify family hierarchy in Chinese culture, interpret the meanings of sayings related to family life. After creating family trees, learners share their family trees with classmates and compare them to examples from Chinese families.

<p>INSTRUCTIONAL GOALS</p> <ul style="list-style-type: none"> ▪ <i>Why is this unit relevant?</i> ▪ <i>What will learners know and be able to do by the end of the unit?</i> 	<p>Learners will:</p> <ul style="list-style-type: none"> • Give advice regarding what is healthy food. • Classify foods according to food groups. • Tell stories about foods eaten during festivals in China. • Explain the significance of specific foods Chinese eat for each of the four main festivals. • Carry on a conversation about Chinese regional cuisines. • Visually and verbally identify appropriate and inappropriate behaviors at the dining table in Chinese culture.
<p>STANDARDS-BASED PERFORMANCE ASSESSMENT</p> <ul style="list-style-type: none"> ▪ <i>Does the performance assessment include the three modes of Communication (Interpretive, Presentational, Interpersonal)?</i> ▪ <i>Does the assessment provide evidence of achievement of the instructional goals?</i> 	<p>NOTE: This scenario incorporates all three modes of communication.</p> <p>INSTRUCTION: You are the executive chef who is in charge all of the banquets at the White House. The President is going to invite Chinese leaders to The White House to celebrate Chinese New Year. On the welcome banquet, the dishes served will be Chinese dishes. Considering the special occasion and the facts of various regional cuisines in China, the President would like you to make a thoughtful plan about the welcome banquet and report to him verbally. The President would like to see the following questions addressed in your Chinese report.</p>

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<ul style="list-style-type: none"> Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks? 	<ul style="list-style-type: none"> What Chinese dishes will be served at the welcome banquet to make the guests feel they were at home? Why? Is there any special meaning or story for serving these dishes? Give a brief introduction about the dishes you are going to serve. What should we be aware of about Chinese table manners? Are there any auspicious sayings for this special occasion that the President can say? What cultural taboos associated with Chinese New Year are important to know? 	
<p>CULTURES EXAMPLES</p> <ul style="list-style-type: none"> Are cultural products, practices, perspectives integrated into daily lessons? <div style="text-align: center;">  </div>	<p>Product: rice cake Practice: eat during New Year Perspective: brings good luck</p> <p>Product: moon cake Practice: eat during mid-autumn festival Perspective: Family reunion</p> <p>Product: rice dumpling Practice: eat during Dragon Boat Festival Perspective: to memorize the Patriotic poet 屈原</p> <p>Product: sweet rice ball Practice: eat during Lantern Festival Perspective: celebrate the end of New Year</p> <p>Product: The table manner poster hung in Chinese elementary school cafeteria Practice: From the poster students can understand what behaviors are considered as good dining manner in China. Perspective: Importance of polite table manners</p>	
<p>CONNECTIONS EXAMPLES</p> <ul style="list-style-type: none"> Do learners use the target language to explore other disciplines? 	<p>Making Connections</p>	<p>Acquiring Information and Diverse Perspectives</p>
	<p>Social Studies: Chinese festivals, meal customs</p> <p>Geography: identify the connections between food and regions in China</p>	<p>Social Studies: Importance of traditions related to celebrations</p>

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<p>COMPARISONS EXAMPLES</p> <ul style="list-style-type: none"> ▪ <i>Do learners compare their language and culture to the target language and cultures?</i> 	Language Comparisons	Cultural Comparisons
	How to compliment the food that is served	Mealtime manners Festivals and associated foods
<p>COMMUNITIES EXAMPLES</p> <ul style="list-style-type: none"> ▪ <i>Do the learners share the target language and culture beyond the classroom?</i> ▪ <i>Do they set personal learning goals and monitor their progress?</i> 	School and Global Communities	Lifelong Learning – Goal-setting
	Visit Chinese restaurants in the community and determine the regions of China that are featured in the menus.	Set personal goals for communication.
<p>CONNECTIONS TO COMMON CORE</p> <ul style="list-style-type: none"> ▪ <i>Which Common Core Anchor Standards are supported by this unit's learning activities?</i> 	<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.</p> <p>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>	

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TOOLBOX		
Language Functions/Can-do Statements	Related Structures/Patterns	Priority Vocabulary
<p>Share likes and dislikes in conversation</p> <p>Give and follow simple instructions related to food preparation</p> <p>Ask and answer questions about festival traditions</p> <p>tell what their favorite and least favorite food is.</p> <p>give advice regarding what is healthy food</p> <p>inquire and express about the taste of the foods</p>	<p>“..... 怎么样？” and “.....非常好吃！”</p> <p>“How is ___ food__?”</p> <p>___ food___ taste very good.</p> <p>我最喜欢吃 ___ food _____,</p> <p>I like _____ the most.</p> <p>我最不喜欢吃 _____ food _____</p> <p>I don't like _____ the most</p> <p>_____ 不健康。别吃 _____, is not healthy. Stop eating...,</p> <p>吃_____。 _____ 很健康</p> <p>这道菜很___adj._____.</p> <p>This dish is ___ adj_____.</p>	<p>Flavors/tastes words:</p> <p>清淡 (light), 不油腻 (not greasy), 香 aroma, 鲜 freshness, 酥crispness, 软 tenderness, 辣pungent</p> <p>seasoning words:</p> <p>青葱 shallot, 大蒜 garlic, 醋 vinegar, 糖 sugar, 盐salt, 酒 wine, 酱油 soy sauce</p> <p>Cooking methods:</p> <p>蒸 steam/煎 sauté/炒 stir fry/炸 deep fry/烤 bake / grill</p> <p>Foods for Chinese festivals:</p> <p>年糕 rice cake, 月饼 moon cake, 粽子 rice dumpling, 元宵 sweet rice</p> <p>Chinese Festivals:</p> <p>新年, 中秋节, 元宵节, 端午节</p>

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SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS

Students work in pairs conducting a short interview. After the interview, students will be invited to give a summary report on the information they gathered from the interview. The following table will be posted on the board to scaffold the interpersonal dialogue.

Person A	Person B
你好！我是你的同学_____。 Hello! I am your (classmate...).	你好，_____。 Hello, ...
你昨天吃了什么？ Yesterday what did you eat?	我昨天吃了_____。 Yesterday, I ate...
哦。_____ 怎么样？ Oh, how was the...?	_____ 非常好吃！ The ...was delicious!
_____ 不健康。别吃_____， ... is not healthy. Stop eating..., 吃_____。_____ 很健康。 eat.... ... is very healthy.	好。谢谢，_____。

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Ss work in a group of 3. Pictures about what people eat from around the world (Appendix 3) will be distributed as well as posted on the board. Each group will focus on one country and using the Venn diagram to compare the food that people eat in the assigned country with that in the United States.

➤ The completed Venn Diagrams will be posted on the wall with a 7-10 sentence summary below the diagram:

Guiding questions for the written summary:

1. How much approximately people spend on their food every week in that country?

... 每个星期花 \$ 买食物. (people from ... spend \$ to buy food)

2. The similarities and differences people from different countries eat comparing with the U.S.A..

吃, 不吃, 都吃, 也吃, 吃很多, (...eat, ...don't eat, ... and ...both eat, ...also eat, ...eat a lot of...)

Reading Task: the 8 main regional cuisine in China

Each student will assign one reading which introduces one of the 8 main regional cuisines in China. The homework is to generate a sheet including 5 comprehension questions and the answers to the 5 questions regarding the main points of the text they read. The next class, students will work together to generate an organizing graphic which elicits the main characters of each regional cuisine in China, such as ingredients used, cooking methods, taste (sweet, spicy, or salty) and explain how the geography factors contributes to it.

山东菜系

山东是许多著名学者的故乡，例如孔夫子和孟子。山东菜的历史和孔夫子一样悠久，使得山东菜系成为中国现存的最古老的主要菜系之一。山东是个巨大的被向东流去的大海环绕的半岛，黄河曲折的流经其中部。因此海鲜是山东菜系的主要构成。

山东菜清淡，不油腻，以其香，鲜，酥，软而闻名。因为使用青葱和大蒜做为调料，山东菜系通常很辣。山东菜系注重汤品。清汤清澈新鲜，而油汤外观厚重，味道浓重。

山东菜擅长炸，烤，煎，炒，以其烹饪海鲜的鲜淡而闻名。山东最著名的菜肴是糖醋鲤鱼，搭配山东著名的啤酒——青岛啤酒就完美了。

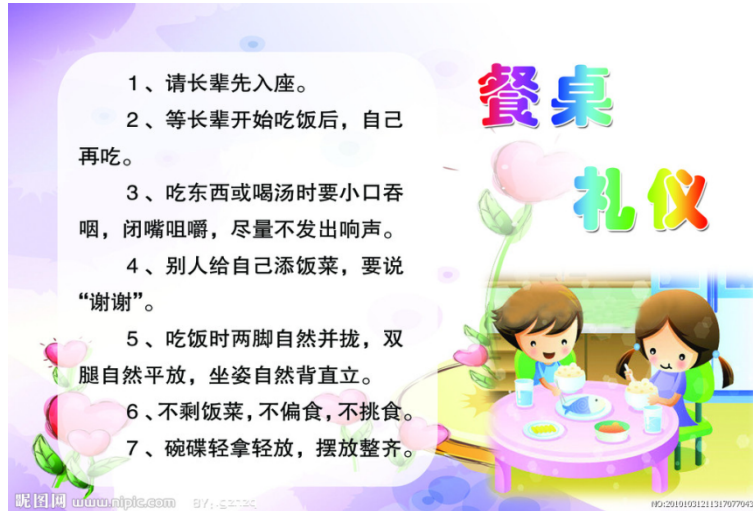
Draw a Venn diagram and indicate

- What courtesies do both Chinese and Americans share?
- What courtesies are Chinese?
- What courtesies are American?

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Matching Activity

- T shows Ss the poster of table manners used in elementary school in China.
- Ss match the seven dining courtesy which are emphasized in Elementary school in China with the related cartoon pictures.



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RESOURCES	DIGITAL LITERACY INTEGRATION
<p>Pictures about what people eat from around the world taken by photographer Peter Menzel. (Appendix 1)</p> <p>Retrieved from: izismile.com/2010/07/09/what_people_eat_from_around_the_world_28_pics.html</p> <p>Video Clips</p> <p>New Year: 年糕rice cake http://etoe.mlc.edu.tw/materialf/1555/year1.htm</p> <p>Mid-autumn Festival: 月餅moon cake http://etoe.mlc.edu.tw/materialf/1555/year5.htm</p> <p>Dragon Boat Festival: 粽子 (rice dumpling) http://etoe.mlc.edu.tw/materialf/1555/year4.htm</p> <p>Lantern Festival: 元宵 (sweet balls) http://etoe.mlc.edu.tw/materialf/1555/year2.htm</p> <p>Cartoon Pictures</p> <p>小学生生活礼仪规范 (Elementary school dinning courtesy)</p>	<p>Videoclips</p>