



Arabic and Chinese Extended Sequences (ACES) Program

***My First Chinese Banquet* 我的第一个中国宴会 Integrated Performance Assessment Chinese, Level 2, Henry High School, Year-End**

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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Theme: My First Chinese Banquet

Enduring Understandings:

- We communicate in another language to understand, interact with, and provide information to others.
- We can understand another culture by relating its practices and perspectives and by comparing them to ours.
- We can make connections to enhance our learning of other disciplines through learning a language and about other cultures.

Important questions:

- How does sharing food build community?
- How does food define a celebration or tradition?
- What are the typical foods for specific celebration?

Learning Targets

Students can:

- Read a recipe, make a shopping list, and tell what kind of dish it is. (Interpretive)
- Create a culturally appropriate menu for a chosen occasion and present it. (Presentational)
- Discuss what dishes to order to share when going out to a Chinese restaurant with friends.(Interpersonal)
- Demonstrate appropriate cultural practices related to food, eating, dining, and restaurant.

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> • Read different recipes and match to pictures or the descriptions in English.
	Presentational task
	<ul style="list-style-type: none"> • Create a description of the menu with courses for a specific occasion of their choice. The final draft of the menu will be presented in a gallery walk.
	Interpersonal task
	<ul style="list-style-type: none"> • In a small group, discuss what dishes you want to order at a restaurant within an allotted budget.
Culture	<ul style="list-style-type: none"> • Food preparation and presentation • Family meals • Tofu in the Chinese diet • Asking and offering food • Paying the check • Regional Cuisines
Connections	<ul style="list-style-type: none"> • Calculate the prices for each dish and total (Math) • American Fast Food Restaurants in China
Comparisons	<ul style="list-style-type: none"> • Menus • Food preparation and food presentation • How money and amounts are stated (\$8.95 is 8 元 9 毛 5 分 [for mal] or 8 块 9 毛 5 分 [i nformal] in Chinese)
Communities	<ul style="list-style-type: none"> • Field trip to a Chinese restaurant and order in Chinese • Cook Chinese food at home • Invite families to see their child's menus at the gallery walk

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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Names of the typical dishes • Common food items • Ingredients • Cooking preparation • Measuring words used for common food items and ingredients 	<p>Read several recipes and match to pictures or English description of a dish.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Listen to the audio file of a cooking show in Chinese. 2. You are going to make three dishes, but you don't have all of the ingredients. 3. For each recipe, listen and circle the item needed in the recipe. 4. Write the amount needed below (don't forget the measure word!)

Communication: Presentational	Performance Assessment Task 2
<p>Students have learned and practiced all of the above vocabulary, plus:</p> <ul style="list-style-type: none"> • Describing dishes-what's in it, what it tastes like, • Describe how they are cooked 	<p>With a partner, create a menu for a three-course meal for a specific occasion that you choose. Present the final draft of the menu at a gallery walk to half the class. Presenters will take turns to present and explain the foods on their menus. Visitors will have a checklist of all the menus and identify which ones they visit. Switch roles so that all students are engaged and teacher listens to all the students.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Decide the courses and dishes for your menu. 2. Write the names of the dishes in Chinese with a short description of the dish. 3. Illustrate and decorate the menu. Include a restaurant name and other information. 4. Revise your draft before you make the final presentation copy for the gallery walk. 5. Present your menu to the "visitors" and answer questions during the gallery walk. 6. Switch roles and "visit" other restaurants and ask questions.

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Communication: Interpersonal	Performance Assessment Task 3
<p>Students have learned and practiced all of the above vocabulary, plus:</p> <ul style="list-style-type: none"> • How to say your preference • Asking questions about food. i.e., Do you like tofu? • Tell others about allergy. i.e., I am allergic to peanuts. • Expressions for agreement • How to suggest a dish to share • Chinese currency 	<p>In a group of 3 or 4, discuss what dishes you want to order from a menu to share in your group. You must order at least three dishes to share and individual drinks. You have a certain amount of money to spend that has been allocated by your teacher. You must stay within your budget.</p> <p>Task directions for students:</p> <ol style="list-style-type: none"> 1. Read the restaurant menu. 2. Ask questions about what each person likes, or prefers. 3. Suggest a dish to share. 4. Tell the group if you agree or disagree with the choices. 5. Tell what you would like to drink. 6. Check the prices and add each dish. 7. Stay within your allotted budget! 8. Speak clearly. Be sure everyone says at least five complete sentences during the discussion.

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 and answer basic questions about food • Read recipes and identify the ingredients and food preparation • Watch cooking shows and programs • List what ingredients needed to make a dish • Calculate the amount of money so that it won't exceed the budget • Discuss what dishes to order • Order in a restaurant 	<ul style="list-style-type: none"> • 把 something 放 (在 / 到 / 上) location 里/内。To take something and place it in something. • 太……了! Too ____! • Preference: 比较喜欢 comparatively like 、想要 (吃/喝) 什么? would like (to eat/to drink) what? • 你吃过…了吗? Have you eaten ____ before? • 请给我…Please give me ____. • 等两分钟以后 Wait two minutes. • 然后 afterwards • 我对…过敏。I am allergic to ____. • To express options in a statement. 或者 “Or” in a statement • Expressions used at a restaurant: 欢迎观临 welcome、几位人 how many people、我们点菜吧! Let's order! 买单! Check!、下一次再来 Next time come again • 多少钱? How much money? 	<p>Essential to know:</p> <ul style="list-style-type: none"> • Food items-米饭 rice、面 noodle、鸡肉 chicken、牛肉 beef、鱼 fish、豆腐 tofu、猪肉 pork、 • Chinese dishes and desserts: 羊肉串 Lamb kabobs、葱油薄饼 Spring onion pancakes、糖醋鸡丁 Sweet and sour chicken、麻婆豆腐 Ma Po Tofu、清蒸鱼 Steamed fish、饺子, dumplings、蛋花汤 Egg drop soup、酸辣汤 Sweet and sour soup、炒饭 fried rice、汤圆 Sticky rice ball soup, 绿豆汤 Sweet green bean soup • Cooking ingredients: 糖 sugar、醋 vinegar、盐 salt、酱油 soy sauce、味精 MSG(monosodium glutamate)、油 oil、 • Monetary terms 元 dollar, 毛 ten cent increment, 分 cents • Measure words used with common food items-个 universal measure word, 条 used for long, flexible objects、道 used for a dish of food、块 used for lump such as a chunk of meat、斤 500 grams、gram、 • other essential words: 食谱 recipe, 菜单 menu, 八大菜系 Eight Regional Food Styles of China、四川菜 Sichuan foods, 饭馆 restaurant • Drinks: 茶 tea、雪碧 Sprite 、口渴可乐 Coca Cola、水 water、热水 hot water、冰水 ice water、果汁 fruit juice、 <p>Nice to know:</p> <ul style="list-style-type: none"> • Tastes-甜 sweet, 酸 sour, 辣 spicy, 香 fragrant, 好吃 tasty • Cooking Methods-洗to wash, 切to cut/chop、炒to stir fry, 煮to boil、蒸to steam 	<ul style="list-style-type: none"> • Teacher created flash cards with food items on them • Photo flash cards of food items • Sample links to cooking shows http://www.tudou.com/programs/view/CYubOS0zchA/ http://www.tudou.com/programs/view/9K93ziS6qds/ http://www.tudou.com/programs/view/w4ZTceuH6ql/ • Grocery ads, recipes, and menus from authentic source from online or local restaurants • Sample worksheet for identifying ingredients (See Appendix) • Character cards and matching pictures • List of all the menus that students created to be used as a checklist at gallery walk • Ni Hao textbook and workbook, Chapter 8. Workbook activity D page 72, activity E page 73

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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:</p> <ul style="list-style-type: none"> • Names of the typical dishes • Common food items • Ingredients • Cooking preparation • Measuring words used for common food items and ingredients 	<p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Start with the essential questions. • Students list their favorite American and Chinese foods. • Students find Chinese recipes online and print one recipe that includes the food name, the ingredients, and the directions for preparing the dish. • Teach Chinese childrens songs about foods or eating. <p>Key elements of lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • Personalized Questions and Answers. i.e., Do you like Ma Po Tofu? to discuss food preferences and reasons for preference. • Use pictures of food printed from internet; play matching names of the dishes and the pictures • TPR- Have student act out food preparation, i.e., Chop tomatoes. Fry carrots and green pepper. Wash lettuce. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Ask each other food items that they like. • Survey classmates about Chinese food that they had eaten. Students are given a sheet that has 5 Chinese common dishes and ask around to find who has previously eaten which ones. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Respond to visuals - yes/no; choice (is it X or Y?; who, what, where, when?) • Use comprehension checks, i.e. thumbs up/thumbs down; show with your hands how much you understand of a story or description, i.e., 8 fingers represents 80% comprehension; • Use TPR commands as comprehensions checks, watch student responses and reinforce with comprehensible input. (i.e. Cut your notebook in half. Fry onions.) <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Show the characters when the vocabulary is introduced orally • Practice character recognition of limited amount of key vocabulary. Post where it can be seen in the room in a word wall for quick reference. • Students will create their own set of flash cards with vocabulary in characters. Practice activities using the flash card to reinforce the recognition of the characters, i.e., matching, quizzing each other, create sentences, etc... <p>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"> • Describing dishes- what's in it, what it tastes like, • Describe how they are cooked. i.e., Fry tofu, pork meat, and vegetables, and cook in a pot. 	<p>Transition and maintain students' interest in the topic.</p> <ul style="list-style-type: none"> • What food do you like? • Who cooks at home? <p>Key elements of the lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • Personalized Answers and Questions on different kinds of taste. Relate to the food that students know well. i.e., Hot Cheetos are hot. Lemon is sour.) <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Ask each other questions, i.e., Outside and Inside Circle, 20 Questions • Information gap activity. Each student has a picture of a different food. Ask questions each other to find out what food each has. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • In a group, have students generate as many food items possible using characters without looking at their notes. • Categorize dish names into "Soup," "Vegetable," "Meat," and "Other" • Making a shopping list of ingredients needed for a certain Chinese dish <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • Students copy a character from new vocabulary. A good, <i>quick</i>, warm-up exercise for the beginning of class is to have students write a character on the board, without duplicating one that someone has written already. Students volunteer to read these. • Make a list of foods and drinks they ate the day before. • Write names of the Chinese dishes, their new vocabulary, in sentences as homework. • Each student has their own set of flash cards of new vocabulary and expressions. Use it in recognition games and matching games <p>Do presentational performance assessment task when students are ready.</p>
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<p style="text-align: center;">End</p> <p>Vocabulary focus</p> <ul style="list-style-type: none"> • How to say your preference • Asking questions about food. i.e., Do you like tofu? • Tell others about allergy. i.e., I am allergic to peanuts. • Expressions for agreement. i.e., That sounds good. I'd love that. • How to suggest a dish to share. i.e., How does ... sound? How about...? • Chinese currency 	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none"> • Discuss cultural similarities and differences in Chinese food and other cultures. <p>Key elements of the lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • Personalized Answers and Questions – Teach how to say a preference over another. i.e., I prefer fish over meat; how to say I am allergic to ...; <p>Practice interpersonal and presentational communication:</p> <ul style="list-style-type: none"> • Compare and contrast activities on a typical dish from China and the US. Use Venn diagram. Pairs of students discuss and together fill in the Venn diagram. • Students choose one of the recipes and present it in Chinese. Using culturally appropriate language and gestures students state the necessary ingredients, give directions for preparing the dish, pretend to eat it, and state why they like it. Students can actually do this activity at home, film it, and present the video to their classmates. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Survey classmates on preference on specific food items. i.e., Coke vs. Tea or Noodles vs. Fried rice. • Survey a partner on allergies. i.e., Are you allergic to tofu? Are you allergic to salt? <p>Do interpersonal performance assessment task when students are ready.</p>
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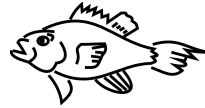
Appendix 1: Interpretive Task sheet

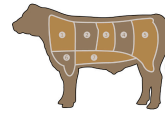
I. Now you are going to listen to the audio of the cooking show. You are going to make three dishes, but you are out of some basic ingredients. For each recipe, listen and **circle the item** if it is needed in the recipe. Write the amount needed below (don't forget the measure word!)

1. 回□肉 huí guǒ ròu





















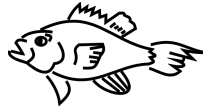


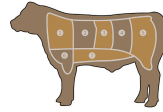
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2. 麻婆豆腐 má pó dòu fu





















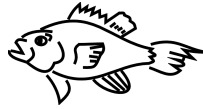


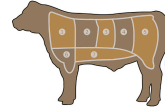
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3. 糖醋 □ □ táng cù lǐ yú























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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 TO 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

2011. Donna Clementi, HUTEF, STARTALK, 2011.