



Arabic and Chinese Extended Sequences (ACES) Program

Visiting Lebanon زيارة لبنان **Integrated Performance Assessment** **Arabic, Grade 5, Lyndale Elementary 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: Travel

Enduring Understandings:

Cultural practices and products impact cultural perspectives.

We can understand the concept of culture through comparing other cultures with our own.

We can reinforce and further our knowledge of other disciplines while learning another language.

Important Questions:

What makes Lebanon an interesting place to visit?

What do I need to know before I go to visit another country?

Learning Targets:

Students can:

- Identify major cities in Lebanon and match the weather and seasons when they listen to descriptions. (Interpretive)
- Present a simple travel brochure about a city in Lebanon. (Presentational)
- Interview each other to share recommendations of places to visit and activities to do in Lebanon. (Interpersonal)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> Match the names of major cities in Lebanon with descriptions of weather and seasons in that city.
	Presentational task
	<ul style="list-style-type: none"> Create a brochure of a major city in Lebanon with information of interesting tourist sites and present orally to the class.
	Interpersonal task
	<ul style="list-style-type: none"> Interview a partner to share recommendations of places to visit and activities to do in Lebanon.
Culture	<ul style="list-style-type: none"> Cities and sites of interest in Lebanon. Leisure activities people like to do Lebanon. Arabic migration across the Middle East and Africa Arabic language influence other languages in other countries
Connections	<ul style="list-style-type: none"> Social Studies unit about Arabic migration. Climate in the Middle East
Comparisons	<ul style="list-style-type: none"> Leisure activities in the Arab world and the U.S. Climate, geography, tourist sites in Lebanon and the U.S.
Communities	<ul style="list-style-type: none"> Share past travel experiences or future plans. Talk about people they have met from other cultures, either from traveling to different places or from their communities. Discuss places would they like to learn more about.

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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced vocabulary and structures in context:</p> <ul style="list-style-type: none"> • Geography, • Weather/climate, • Common travel activities • Major cities • 4 seasons of the year 	<p>Identify the weather in the major cities in Lebanon according to each season.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Watch the clips on You tube and listen to the teacher’s explanation 2. Listen carefully while the teacher reads a description and match the city with the correct description of the weather in a specific season

Communication: Presentational	Performance Assessment Task 2
<p>Students have learned and practiced words in context</p> <ul style="list-style-type: none"> • Geography • Weather/climate, • Common travel activities • Directions • Major cities and sites on the map 	<p>Create an original brochure about a city to visit in Lebanon. Do an oral presentation about the city, state the activities to do there and the best season to visit that city and why.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Draw interesting sites to see in the city chosen for the brochure. 2. Write the name of the city, the names of three places, and three activities on the brochure below the pictures; e.g., “In Byblos you can see the ancient city.” 3. Describe orally to the class at least three places and activities that are interesting to visit or to do in that city.

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Communication: Interpersonal	Performance Assessment Task 3
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Geography • Common travel activities • Sights • Likes/dislikes • Directions • Locate the major cities on the map 	<p>Interview a partner to share recommendations of places to visit and activities to do in Lebanon.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Use the brochure you made for Task 2. 2. Ask questions about partner’s brochure, and answer questions about your brochure about the city, sight-seeing, and leisure activities to do there. Ask your partner about their favorite activity they would do when visiting that city and which season they recommend to visit. 3. Ask your partner about other cities, places, and activities they would like to see or do, based on the class presentations. <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Use the brochure that you made for your presentation on a city and activities you would like to see and do on a visit to Lebanon. 2. Notes which activities you would like to do in Lebanon during different seasons, for example: skiing in the mountains of Lebanon in winter or swimming in the Mediterranean Sea in summer. 3. Interview your partner about the city and activities they would like to do and respond to their questions. Decide with your partner which city and activities would be the most fun for a visit to Lebanon.

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 questions • Tell likes and dislikes • Describe places, activities, climate, and weather. • Compare and contrast likes and dislikes • Support opinions 	<ul style="list-style-type: none"> • Verbs: to travel أن أسافر to go أن أذهب to see أن أرى to swim أن أسبح to ski أن أتزلج to shop أن أتسوق to wear أن أرتدي to go أذهب to like أحب to want أريد • Verbs in the present tense I/you/he/she travel/s أسافر-يسافر-تسافر I/you/he/she go/es أذهب-يذهب-تذهب I/you/he/she Like أحب-يحب-تحب I/you/he/she Dislike لا أحب-تحب-يحب • Subject Pronouns I, you (m/f), he, she and we أنا هو هي نحن أنت أنت أنت • Prepositions أحرف جر In/at في To إلى From من 	<p>Essential to know:</p> <ul style="list-style-type: none"> • Four seasons: Spring, summer, autumn, winter الربيع، الصيف، الخريف، الشتاء الفصول الأربعة • Weather الطقس cloudy غائم , rainy مطر , snowy مشمس , sunny مثلج • Geographical features: mountain جبل hill تلة waterfall شلال forest غابة country بلد beach شط البحر • Means of transportation: airplane طائرة ship باخرة train قطار truck شاحنة • Cities المدن • Museum متحف • Restaurant مطعم • Activities, Sport نشاطات~ رياضة • Adjectives: beautiful جميل , <p>Nice to know:</p> <ul style="list-style-type: none"> • Adjectives: long طويل , short قصير • Climate المناخ 	<ul style="list-style-type: none"> • Authentic brochures about different major cities in Lebanon. Each brochure represents one city. • Pictures or flash cards of the nature in Lebanon; mountains, hills, forests, waterfall, river etc... • Maps: global map, map of the Arab countries • Units on nature, seasons, and weather from Textbook: Exploring Arabic by Hisham Abdul Khalek; EMC Publishing, 2008, Pages: 43, 155, 197 and 211 • Travel website about the nature in Lebanon. http://www.youtube.com/watch?v=QXceA0HFUI0 http://www.youtube.com/watch?v=S-IKj7OMtO4 http://www.youtube.com/watch?v=9-tW_ey9up8&feature=results_main&playnext=1&list=PLF488A8001774E1DC • Materials and supplies for making brochures

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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> <p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Geography words sea, mountains, forest, waterfall, etc... • Major cities in Lebanon • Weather • Seasons • Common travel activities in Lebanon • Names of tourist sites 	<p>“Hook” students - get them interested in the topic.</p> <p>Discuss important questions: What makes Lebanon an interesting place to visit? What do I need to know before I go to visit another country? Have you ever traveled to Arabic –speaking country? If yes, what did you like about that country? Which country would you like to visit? Why? Would you like to visit Lebanon?</p> <p>Key elements of lessons</p> <p>Introduction/practice vocabulary for activities and expressing preferences:</p> <ul style="list-style-type: none"> • Partner activities, ask and answer questions • TPR actions, vocabulary games for geography and climate expressions • TPRS story about a student visiting many places in Lebanon. Use “circling questions”, i.e. yes/no; either/or; information questions – who, what, where, when? • Use props and pictures to illustrate the story and questions <p>Practice interpersonal communication:</p> <p>Respond to visuals - yes/no; choice (is it X or Y? who, what, where, when?)</p> <ul style="list-style-type: none"> • Repeat a travel story by asking questions. (i.e. Use a variety of questions: yes/no/ choice) <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Students retell story to each other in groups of three or four. • Show flash cards, ask who does this activity? • Use comprehension checks, i.e. TPR commands, thumbs up/thumbs down; percentage <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Show the words and a picture when the vocabulary is introduced orally • Practice word recognition of key vocabulary. Post the words where they can be seen in the room for quick reference. • Students write short sentences about vacations, or travel or what to do in warm weather. Writing is corrected as a class and in groups using teacher writing as a reference. <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> <p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Geography words – sea, mountains, forest, waterfall • Common travel activities • Names of tourist sites 	<p>Transition and maintain students’ interest in the topic Explore Lebanon tourism website. Where would you like to visit in Lebanon? Why?</p> <p>Key elements of the lessons Introduce vocabulary:</p> <ul style="list-style-type: none"> • Use TPRS to tell a story about x who travels to somewhere • Students respond to questions and retell the story all together (choral response). • Project picture of people on vacation doing activities in different seasons • Project a picture of a landmark and ask students to describe it. • Show a map and ask students to locate and label cities on the map. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Students survey each other activities they like to do in different seasons. • Ask each other questions about where the place they want to go in Lebanon. • Role-play a travel agent scenario. • Information gap activity with two pictures of cities. Each picture is somewhat different from the other. Students ask questions; i.e., Is it on the coast? • Information gap activity: Teacher and students look at different brochures of the major cities in Lebanon. • Persuade a partner that the city they chose is ‘an ideal destination’ because of its weather and activities they can do there. • Compare various cities students choose to write their brochures about. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Read a short advertisement for a weekend activity or watch a short video clip on you tube and ask comprehension questions (Use a variety of questions: yes/no/ choice.) <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • Students copy words under the activity. • A good, <i>quick</i>, start-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. <p>Do presentational task when students are ready.</p>
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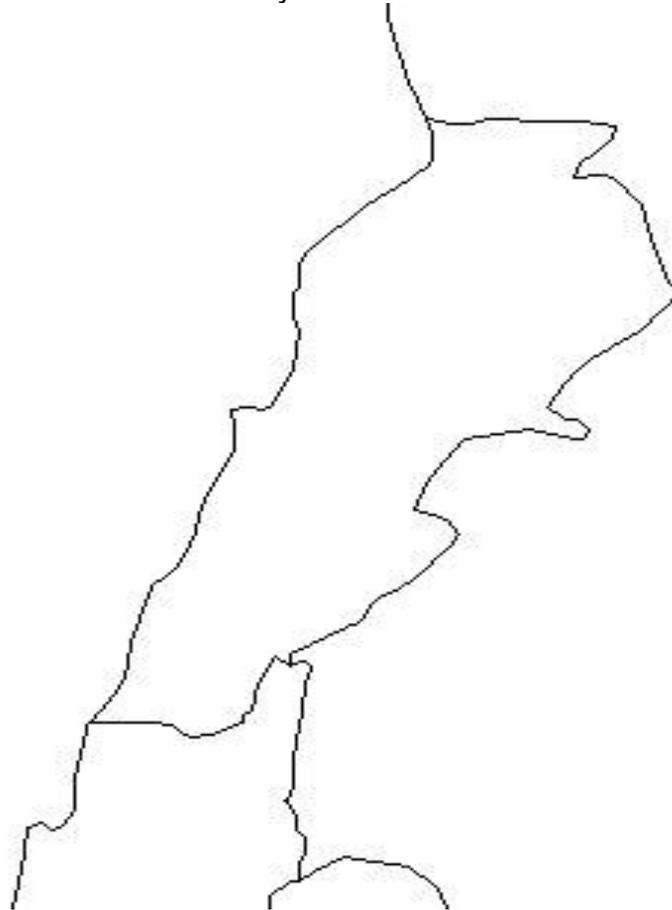
<p style="text-align: center;">End</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Describing places, • Activities, climate/weather. • Asking and answering questions to convince others. • “Conversation starters” • Do you know, what is...., do you have... do you like...what do you think... why, when, and where? Etc. 	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none"> • What makes Lebanon an interesting place to visit? • What do I need to know before I go to visit another country? <p>Key elements of the lessons.</p> <ul style="list-style-type: none"> • When students have finished their travel brochures, as a formative assessment and in preparation for the interpersonal task, students share their brochure as a group with the goal of persuading their peers that the city is “an ideal destination”, as well as ask questions about other group’s destination to determine if it is a place they would be interested in visiting. • After sharing their brochure, a group of students visit the “travel agent (teacher) and describe an ideal travel destination they would like to visit. They ask and answer questions about several options presented to them in order to choose a destination. <p>Do interpersonal performance assessment task when students are ready.</p>
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Appendix:

Interpretive task comprehension check sheet:

Listen to the teacher first and then work on your map individually. Locate the major Lebanese cities on the map and then write a correct symbol that represents the weather in each city.



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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

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