



Arabic and Chinese Extended Sequences (ACES) Program

الضيافة والزيارات **Visiting and Hospitality** **Integrated Performance Assessment** **Arabic, Level 1, Sanford Middle 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: Visiting Arab Friends and Family

Enduring Understandings:

- The practice of hospitality toward guests and visitors is an important value and cultural perspective in the Arab cultures.

Important Questions:

- How do you know how to behave in various situations?
- What is different about visiting people at home in an Arabic speaking country?
- What does the way that we spend our time tell us about our culture?

Learning Targets:

Students can:

- Understand a short story about a family gathering. (Interpretive)
- Engage in a simple conversation between friends about guests. (Interpersonal)
- Write a simple family history. (Presentational)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> • Listen to a story of a family gathering and answer comprehension questions.
	Presentational task
	<ul style="list-style-type: none"> • Role-play a family visit with greetings, introductions, giving a gift and polite conversation.
	Interpersonal task
	<ul style="list-style-type: none"> • With a partner, ask and respond to guided questions about offers to eat and drink during a visit.
Culture	<ul style="list-style-type: none"> • Good manners and visiting protocols in Arabic speaking-countries
Connections	<ul style="list-style-type: none"> • Social Studies
Comparisons	<ul style="list-style-type: none"> • Hospitality practices
Communities	<ul style="list-style-type: none"> • Serve tea or coffee to family at home to show the way it's done in Arabic countries.

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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Greetings and welcoming • Introductions: “This is__.” “Pleased to meet you. • Family names • Inviting: “Would you like?” • Accept and refuse • Commands, i.e. “Please serve yourself. “ Sit here.” “Eat more!” • Drinks: juice, tea, coffee, • Sweets, cookie, cakes, chocolate, candy • She/ he is from ____. • She/he lives in_____. • She/he/ I has/have __ children, sons, daughters. • Telling age (for children) • She/he has • She/he is going • Like/don’t like • Want/ don’t want • Work, Occupations 	<p>Listen to a story told through TPR Storytelling about visiting a home. Act out story. Answer comprehension questions about the story.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Listen and respond to oral questions as the teacher tells the story about three people at a family gathering. 2. Preview the questions on the quiz. 3. Listen to the story as it is retold and acted out in class. 4. Answer comprehension questions about the story on the quiz. <p>See Appendices for the quiz.</p>

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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"> • Greetings • Introductions: “This is ___.” “Pleased to meet you.” How to write the Arabic alphabet and connect letters • Would you like? • Commands, i.e. “Please serve yourself. “ Sit here.” “Eat more!” • Drinks: juice, tea, coffee, • Sweets, cookie, cakes, chocolate, candy • Occupations • She/ he is from ____. • She/he lives in ____. • She/he/ I has/have __ children, sons, daughters. • Telling age (for children) 	<p>In groups of four, students plan a skit that shows how to greet guests, give gifts, introduce people, offer tea, coffee and sweets are offered and served to visiting guests. Students draw a card to determine their role in the skit: mother, child who is helping serve, visiting aunt or uncle, and visiting neighbor. Perform the skit for the class. Ensure that the skit demonstrates good manners and protocol for visits in Arab cultures.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Choose a card that assigns your role in the skit: mother, child who is helping serve, visiting aunt or uncle, and visiting neighbor. 2. Plan the skit dialog and practice in your group. Make sure each student has equal amounts of dialog. 3. The dialog and role-play must demonstrate good manners and cultural protocol visits in Arab cultures. 4. Perform the skit for the class. Make it interesting with actions, good manners, and typical ways of offering, accepting, and refusing food politely. 5. Class will use a worksheet while viewing presentations (SUE Rubric). 6. You may videotape your skit to show at open houses.

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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"> • Yes and no questions • Would you like? • No, thank you. • Yes, please. • Beverages • Sweets 	<p>With a partner, ask and respond to questions about items you offer to your partner to eat or drink. Be polite when you accept or refuse.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Each partner has a different sheet of paper with pictures of a variety of food and drink items that might be offered to a visitor. 2. Ask your partner if he/she would like one of the items on your sheet. 3. When your partner offers you something to eat or drink, you will refuse or accept politely. 4. Keep offering until you have gone through all the items on your sheet.

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"> • Greet • Introduce • Invite • Accept/refuse politely • Ask and answer simple questions • تحية • تقديم • دعوة • بأدب رفض / قبول • أسئلة على والإجابة من اطلب بس يطة 	<ul style="list-style-type: none"> • Introductions: “This is__.” هذا • “Pleased to meet you.” تشرفنا • Invite: Would you like? هل تريد؟ • Accept or refuse تقبل أو ترفض • How is your family? كيف العائلة؟ • What is he/she doing? ماذا تفعل؟ • Do you like? هل تحب؟ • I like/ I don't like. أنا أحب أنا لا أحب • She/ he is from ____ هو~ هي من • She/he lives in ____ . هو~ هي تسكن • She/he/ I has/have __ children, sons, daughters. هي أنا هو عندهم • أبناء، بنات • Telling age (for children) عمر الأولاد (I am ...years old.) My age is... years old.... عمري • Commands: Sit here (sit here). هنا اجلس. Serve yourself. Eat more! نفسك خدمة ويمكنك. أكثّر الطعام وتناول 	<ul style="list-style-type: none"> • Greetings (تحية) تهانني • Welcome (مرحبا) مرحبا • How are you? (Kayfa) حالك؟ كيف (haluka / كه) • Polite phrases: Please (فصل لك من) (fadleka / كه) / Thank you (شكرا لك) • You're welcome (ألبك نرحب فنحن) ، لك شكرا ل (3FW). No, thank you. (انجليس لوس) (shukran) • Family names (أسماء العائلة) Mother أم , Father أب , Uncle عم , Aunt عمّة , Grand mother جدة , grand father ، ، ابن عم ، جد ، ابن عمّة cousin جد • Age and numbers (العمر) أرقام • Occupations, (المهن) المشروبات Beverages coffee , tea والشاي , عصير juice والقهوة • Sweets: (حلويات) cookies حلويات , cakes الكعك , و , chocolate الشوكولاتة , والحلوى candy 	<ul style="list-style-type: none"> • Picture cards: foods, beverages, family members, different occupations. • Youtube link of a family visit http://www.youtube.com/watch?v=bE7WqnB2xVY • TPRS story of a visit for interpretive task (See Appendix 1) • Interpretive worksheet (See Appendix 2) • Presentational task worksheet (See Appendix 3)

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Description of sample lessons and formative assessments for <i>beginning, middle, and end</i> of the unit	
<p style="text-align: center;">Beginning</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Greetings • Welcome • Introduction • Numbers 	<p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Introduce with important questions. <ul style="list-style-type: none"> ○ How do you know how to behave in various situations? ○ What is different about visiting homes in the Arab countries? ○ What does the way that we spend our time tell us about our culture? <p>Key elements of lessons:</p> <p>Introduce vocabulary and expressions through:</p> <ul style="list-style-type: none"> • Use picture cards of families, occupations; students identify by pointing to items. Items that teacher says. Do TPR. • Use Personalized Answers and Questions with key vocabulary, “Does Mary like tea?” • Do a short TPR Story: Amira visits her cousin and Aunt. She likes to visit her aunt. Her aunt welcomes her and offers her cookies and juice. She doesn’t offer coffee. Amira doesn’t like coffee. When Auntie offers visitors coffee, Amira says “No, thank you!” When Auntie offers visitors tea, Amira says “No, thank you!” <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Act out the story as the teacher retells it. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Do an information gap activity in which pairs of students compare things they like and don’t like to eat and drink to find out what they have in common. • Inside/Outside Circle: Greet, introduce yourself, ask and answer short, personal information questions. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Retell story and as <i>true/false</i> or <i>agree/disagree</i> questions about story • Comprehension checks, i.e. thumbs up/thumbs down; show with your hands how much you understood the story or description, i.e. 8 fingers for 80%. • Prepare a typical dialogue between for a visit. See who can be the “most polite.” <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Post new vocabulary and expressions in a “word bank” on the wall for students to reference as needed during the lessons. • Show words in Arabic with pictures as vocabulary is presented. Label pictures on word wall. • Students copy words in Arabic. When students are familiar with Arabic script, read the labels when the words come up in the story. <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"> • Greetings • Introductions: “This is___.” “Pleased to meet you.” • Would you like? • Commands, i.e. “Please serve yourself. “ Sit here.” “Eat more!” • Drinks: juice, tea, coffee, • Sweets, cookie, cakes, chocolate, candy • Occupations • She/ he is from ____. • She/he lives in____. • She/he/ I has/have __ children, sons, daughters. • Telling age (for children) 	<p>Transition and maintain students’ interest in the topic.</p> <ul style="list-style-type: none"> • How do you make people feel welcome? • How do you show your appreciation for hospitality? <p>Key elements of lessons:</p> <p>Introduce vocabulary and expressions through:</p> <ul style="list-style-type: none"> • Ask personalized questions to students. • Assign different people to play various roles – i.e. mother, cousin, aunt, uncle, neighbor. Introduce each other to the class. <p>Practice interpretive communication:</p> <ul style="list-style-type: none"> • Do story retell. • Match pictures of people with their “introduction” text. <p>Practice interpersonal and presentational communication:</p> <ul style="list-style-type: none"> • Survey class on what beverage and sweets preferences. • Survey the number of relatives and neighbors they visited each day. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Quiz: recognize learned vocabulary • Present results from the communication practice surveys. • Retell and act out stories. <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Post new vocabulary and expressions in a “word bank” on the wall for students to reference as needed during the lessons. • Show words in Arabic with pictures as vocabulary is presented. Label pictures on word wall. Students copy words in Arabic. When students are familiar with Arabic script, read the labels when the words come up in the story. <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"> • Greetings • Introductions: “This is___.” “Pleased to meet you.” • Would you like? • Commands, i.e. “Please serve yourself. “ Sit here.” “Eat more!” • Drinks: juice, tea, coffee, • Sweets, cookie, cakes, chocolate, candy 	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none"> • How do you know how to behave in various situations? • What is different about visiting people at home in an Arabic speaking country? • What does the way that we spend our time tell us about our culture? <p>Key elements of lessons:</p> <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Retell of a TPR story. • Do personalized questions and answers with various food items, i.e., Do you like coffee? No, I don’t like coffee. Would you like tea? Yes, please. Thank you. <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Word bank- The vocabulary and expressions are posted on the wall for students to use as a reference whenever needed during the lessons. • Practice connecting letters of the specific vocabulary being taught in the unit using small white board, i.e., games, writing practices • Have students copy the words on the practice sheet as homework. <p>Do interpersonal performance assessment task when students are ready.</p>
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Appendix 1:TPRS story “visit” for interpretive task:

Souad: Hello, my sister.
Halima: Congratulations.
Souad: Thank you very much my sister.
Halima: How do you feel now?
Souad: I am pretty good, thank you.
Halima: I brought you a gift.
Souad: Thank you. Do you want to drink anything?
Halime: What do you have?
Souad: Everything, I have coffee, tea, juice. What do you want to drink?
Halima: Can I have coffee then.
Souad: With or without sugar?
Halima: I need sugar of course.
Souad: Do you want some milk with it
Halima: Yes, coffee with milk and some cookies if you have some.
Souad: Here you are.
Halima: Thank you.

أختي مرحبا
مبروك: حليلة
أختي لك جزيل شكرًا: سعاد
الآن؟ شعورك هو ما: حليلة
لكنم شكرًا جيدة أنا: سعاد
هدية لك أحضرت: حليلة
شيء؟ تشرب أن تريد هل. لك شكرًا: سعاد
لديك؟ ماذا Halime:
تشرب؟ أن تريد ماذا. القطعية والشاي القهوة لي بدلًا، شيء لك: سعاد
ثم قهوة على الحصول نبيمك هل: حليلة
سكربدون أو مع: سعاد
بالطبع السكر بحاجة أنا: حليلة
معها الحلبي بعرض تريد هل: سعاد
بعرض لديك كان إذا الكعك بعرض والحليب مع قهوة نعم: حليلة
هنا كنت: سعاد
لك شكرًا: حليلة

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Appendix 2: Interpretive work sheet:

Directions to Students: Listen to the story. Mark the following statements either True or False.

Name:	Class _____	Date:
Answer question. Or mark statement True or False.	True	False
1. Souad visited his sister.		
2. Souad is good. (feels good.)		
3. Halima brought a gift.		
4. Souad doesn't have juice.		
5. Halima wants coffee with milk.		
6. Halima doesn't want cookies.		

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Appendix 3: Presentational Task: Directions to Students

Role-play helping your mother serves guest visitors. Make sure you greet people appropriately and politely offer food and drink.

1. How you would welcome guests?
2. How do you offer them food?
3. How do you offer them drinks? In what order?
4. The other members of your group will play the other roles.
5. You will be rated on the presentational novice rubric.

Non-negotiables:

- Your part is rehearsed
- Each member has the same number of phrases to speak.
- Use appropriate gestures for greetings and courtesies
- Include: 1) greeting 2) asking what they like, 3) offering of food, 4) offering of drink , 5) asking how they are, 6) asking about their family, and 7) thanking and farewell.

Your performance will be rated using the Presentational novice rubric

Worksheet for students during the presentation (SUE Rubric):

Mark how successful each presentation was according to the following key;

+ for an Excellent Job; ✓ for a Good Job; and - for Needs improvement.

S, Success- Did the group **successfully** accomplish what was assigned to do?

U, Understanding – How easy was the presentation **understood**?

E, Effort- Did everyone in the group make an **effort** to communicate rather than just answering questions?

Group #	S	U	E	Comments
1				
2				
3				
4				

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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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