CARLA Virtual Assessment Center

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

THEME: Science and Technology	**TOPIC:** Animal rights	**ESSENTIAL QUESTION:** Do animals have rights?
GRADE/LEVEL/(Elem-Jr.High-HS-College): Middle School	**LANGUAGE:** English	**TARGETED PROFICIENCY:** Intermediate Mid
UNIT DESIGNER: Rebeka States		

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.

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*

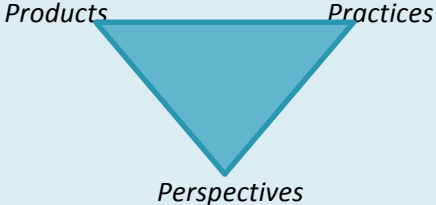| THEME: Science and Technology	TOPIC: Animal rights	ESSENTIAL QUESTION: Do animals have rights?
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UNIT OVERVIEW

DESCRIPTION OF UNIT
Learners will discuss whether or not animals should have rights, and if those rights should be protected. They will summarize major events and accomplishments in Jane Goodall's life. They will write about animal rights using persuasive language.

INSTRUCTIONAL GOALS ▪ *What will learners know and be able to do by the end of the unit?*	Learners will: • Discuss whether or not animals should have rights, and if those rights should be protected. • Compare and contrast animal rights in Mexico and the US. • Summarize major events and accomplishments in Jane Goodall's life. • Debate animal rights from a cultural perspective using persuasive language.
STANDARDS-BASED PERFORMANCE ASSESSMENT ▪ *Does the performance assessment include the three modes of Communication (Interpretive, Presentational, Interpersonal)?* ▪ *Does the assessment provide evidence of achievement of the instructional goals?* ▪ *Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks?*	Interpretive Tasks • Read "Jane Goodall" and watch a video clip about Jane Goodall; complete a graphic organizer about Jane's life and accomplishments. Presentational Tasks • Write a summary of Jane Goodall's life and accomplishments, highlighting how she protected animal rights. Persuade others that Goodall's work is important and worth replicating. Interpersonal Task • Interview a family member or person from the community about their view of animal rights.

Standards-Based Integrated Performance Assessment and Unit Overview

CULTURES EXAMPLES	Products: Clothing available for dogs Practices: Dressing dogs in outfits Perspectives: Dogs are treated like "children" Products: Animal protection groups Practices: Advocating for protection of all animals Perspectives: Importance of animals in American society	
▪ *Are cultural products, practices, perspectives integrated into daily lessons?* *Products*　　　　*Practices* *Perspectives*		
CONNECTIONS EXAMPLES	**Making Connections**	**Acquiring Information and Diverse Perspectives**
▪ *Do learners use the target language to explore other disciplines?*	Medical research: animals used in testing	Websites devoted to animal protection
COMPARISONS EXAMPLES	**Language Comparisons**	**Cultural Comparisons**
▪ *Do learners compare their language and culture to the target language and cultures?*	Animals used in idiomatic language	How people in Mexico and the US treat animals
COMMUNITIES EXAMPLES	**School and Global Communities**	**Lifelong Learning – Goal-setting**
▪ *Do the learners share the target language and culture beyond the classroom?* ▪ *Do they set personal learning goals and monitor their progress?*	Interviewing people in the community about their attitudes towards animals	Monitor and reflect on personal and class goals for the unit.
CONNECTIONS TO COMMON CORE ▪ *Which Common Core Anchor Standards are supported by this unit's learning activities?*	Reading 8: Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Speaking and Listening 1: 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.	

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TOOLBOX		
Can-do Statements	**Related Grammatical Structures/ Language Patterns**	**Vocabulary**
Interpretive Mode I can simplify information I read about animals. I can summarize the main ideas of an article or video about animals.	Animals should/should not…. It is important to…. It is good that…. It is necessary that.. However….	Conservation Wildlife Endangered Protection Defense Animal testing Inhumane/humane Respect
Presentational Mode I can explain my point of view about animal rights. I can persuade others about the importance of animal rights.		
Interpersonal Mode I can ask and respond to questions about animal rights.		

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SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS		
Learning Activity	**Focus (See ACTFL Performance Descriptors) (Functions, Context, Content, Text Type, Language Control, Vocabulary, Communication Strategies, Cultural Awareness)**	**Communication Mode**
Project different statements and have students agree/disagree with the statements.	Functions: agreeing/disagreeing	Interpretive Presentational
Read a short description of work completed by animal protection groups and identify the main idea.	Text type: short paragraphs	Interpretive
Write questions to ask classmates about animals	Functions: interviewing	Interpersonal
Match names of animals to their habitats	Vocabulary	Interpretive