

***Where Can We Go in China?* 我們去中國哪裡？**
Integrated Performance Assessment
Chinese, Grade 3, Hall Elementary School, Year End

IB Theme: Geography: Where are we in place and time?

Enduring Understanding:

The practices, products and perspectives of a culture relate to and reflect each other.

Important Questions:

How do we use our senses to get somewhere?
How do we use our senses to get somewhere?
How does a map help us find our way?
What makes a place famous?

Learning Targets:

Students can:

1. Understand a simple story that gives directions on how to go to various places. (Interpretive Communication)
2. Ask and give directions for going to a specific place and follow directions to show how to go there. (Interpersonal)
3. Identify on a map and describe a major river and city in China. (Presentational Communication)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> Follow the directions given to various animal characters, draw lines that follow the directions, and mark the final destination that the animal characters go to on a map.
	Presentational task
	<ul style="list-style-type: none"> Describe where a city and surrounding geographical features are located. The classmates locate the city and draw the geographical features on the map.
	Interpersonal task
	<ul style="list-style-type: none"> Ask and give directions for going to a specific place and follow directions to show how to go there.
Culture	<ul style="list-style-type: none"> Maps of China, major rivers and major cities
Connections	<ul style="list-style-type: none"> Third grade geography of the U.S. unit in Social Studies.
Comparisons	<ul style="list-style-type: none"> Compare geography terms and maps, and where major cities are located in U.S. and China.
Communities	<ul style="list-style-type: none"> Display students presentations for the school community to learn about China and its geography.

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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced words from the story:</p> <ul style="list-style-type: none"> • Animals • Cardinal directions – North, South, East, West • Numbers • Follow sequence of directions to a location 	<p>Follow the directions given to various animal characters; draw lines that follow the directions; and mark the final destination that the animal characters go on a map.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Listen as the teacher reads directions telling how various animal characters go from one place to another on a map of China. 2. Draw lines that follow the directions and mark on the map the last location that the animals go to.

Communication: Presentational	Performance Assessment Task 2
<p>Students have learned and practiced words from the story.</p> <ul style="list-style-type: none"> • Main cities of China • Two main rivers of China (Yellow River and Yangzi River) • Main geographical features of China • Cardinal directions – N,S, E,W • Give directions to a location 	<p>Describe where a city and surrounding geographical features are located. The classmates locate the city and draw the geographical features on the map.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Choose a city in China and find out where it is located on the map. 2. Prepare an oral presentation in which you will tell your classmates where the city is located, what geographical features are in the area around the chosen city, and how to locate the city on a map of China. 3. Make a poster with a map of China, write the name of the city on the map in Chinese characters, find a photo of the city or draw a picture. 4. Draw the major geographical features that are near the city, i.e. a river, mountains, coast. 5. Use your poster in your oral presentation in Chinese.

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Communication: Interpersonal	Performance Assessment Task 3
<p>This assessment is at the end of the unit.</p> <p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Ask for directions to a place or city, i.e. How do I go from X to Y? • Giving directions, i.e. Go west, then north... • Clarify information, i.e. Do I go to the south? 	<p>Ask and give directions for going to a specific place and follow directions to show how to go there.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. With a partner, ask directions about how to go to a place or city I China. 2. Draw on your map of China a trace line that shows the “path” you will take as you follow the directions your partner tells you. 3. Ask questions to clarify the directions you follow.

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 • Describe location • Respond to commands. • Identify places and geographical features • Locate places on a map • Follow and give directions • Ask for clarification 	<ul style="list-style-type: none"> • Asking Yes/No, either/or questions: • Do you like red? 你喜歡紅色嗎？ • Do you like red or green? 你喜歡紅色還是綠色？ • Asking information questions: <i>What? Who? Where? Why?</i> • What is this? 這是什麼？ • Who is this? 這是誰？ • Where is Beijing? 北京在哪裡？ • Why does the monster go away? 怪獸為離開？ • Directions, example: “Go south three steps.” 向（方向）（數字）步。 	<p>Essential to know:</p> <ul style="list-style-type: none"> • Map of China 中國地圖; • Map of America 美國地圖 • Chinese geography: Cities 北京 哈爾濱 西安 上海 香港 昆明 成都 台灣, rivers 黃河長江, mountains 喜馬拉雅山, desert 塔克拉瑪干沙漠, 戈壁 The Great Wall 長城 • Directions – North 北, South 南, East 東, West 西 • Far 遠 and near 近 • Verbs- walk 走, run 跑, • Adverbs- fast 快, slow 慢, <p>Nice to know:</p> <ul style="list-style-type: none"> • Animals from <u>Brown Bear, Brown Bear, What do you see?</u> 棕熊, 棕熊, 你看到甚麼? Bear 熊 bird 鳥 duck 鴨子 horse 馬 cat 貓 sheep 羊 dog 狗 goldfish 金魚 • Colors from <u>Brown Bear, Brown Bear, What do you see?</u> 棕熊, 棕熊, 你看到甚麼? Brown 棕色 red 紅色 yellow 黃色 blue 藍色 black 黑色 white 白色 purple 紫色 gold 金色 • <u>Brown Bear, Brown Bear, What do you see?</u> 棕熊, 棕熊, 你看到甚麼? • Numbers 1-100 • Directions-North West 西北, South West 西南, North East 東北, South East 東南 	<ul style="list-style-type: none"> • Photo flashcards of cities, rivers, mountains, desert, The Great Wall • Videos of Chinese main cities-Beijing, Shanghai, Chengdu, Xian, Hong Kong from Chinese company (俏佳人) from Confucius Institute. • Book: “Brown Bear, Brown Bear, What do you see? 棕熊, 棕熊, 你看到甚麼?” by Eric Carle, Henry Holt and Co. (BYR) (September 15, 1996) • Sample TPR Story (See Appendix 1) • Comprehension grid worksheet for interpretive task. (See Appendix 2) • Map of China from the book by Fang, M, Jung, H and Firestein, R, (2009) My Chinese Treasure Chest 2, Cengage Learning Asia, page 94. • Blank maps of China (See Appendix 3)

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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>Review:</p> <ul style="list-style-type: none"> • Numbers • Questions; Who, What, Where? <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Directions – North, South, East, West • Geography features: rivers, mountains, coasts, desert • Vocabulary from “Brown Bear, Brown Bear, What do you see?”, see, looking at, • Action words, run, jump, fly, crawl, walk 	<p>Key elements of lessons</p> <p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Introduce with essential, important questions, personalized questions and answers. Tell a story about an animals journey from one city in China to another city, and what he saw along the way. <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • TPR - students do actions; students follow commands; use humorous commands (i.e. Look out the window. Raise your hand if you see a bird; Touch the river (picture); Put the river next to the mountain. • Use photo flashcards of geography features - desert <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Teacher asks personalized questions to students about where students standing on a are on a floor map of China. • Play a “I’ll meet you in X” game. Each student has a map of China that shows the names of major cities. Students ask other students to meet them in a city, and write the name of the student who agreed to meet them next to the city on the map. Keep asking until all the cities had a person they will meet there. <p>Sample formative assessments:</p> <ul style="list-style-type: none"> • Ask personalized questions to create a class story about “Where are we going?”.我們要去哪裡?. Use some of the vocabulary from the “Brown Bear, Brown Bear” story. See example of a TPRS story in English and Chinese in Appendix. • Use comprehension checks, i.e. thumbs up/thumbs down; what percentage of description did you understand, show 8 fingers for 80%; TPR commands- “Point to the desert. Touch the mountain. • Have students fill in a Venn diagram comparing cities in China and the U.S, i.e. large, small; near the coast; near a river or in a desert. • Have students identify major cities and landmarks in a blank map of China <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • Teach the character when the word is introduced • Practice character recognition • Students copy a character for vocabulary topic; <p>Do interpretive performance assessment task when students are ready.</p>

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<p>Middle</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Cities • Directions • Brown Bear....<i>story</i> • Questions. 	<p>Transition and maintain students’ interest in the topic.</p> <p>Key elements of the lessons.</p> <ul style="list-style-type: none"> • Fill in a Venn diagram comparing cities. • Give directions to a partner to go from one city to another on a map of China. • Tell a story of an animal character that goes from place to place. Give students cards with the place names on them. Students stand up in sequence of the places visited by the animal in the story. • Respond to questions- yes/no; choice (is it X or Y; who, what, where, when?) <p>Do presentational performance assessment task when students are ready.</p>
<p>End</p> <ul style="list-style-type: none"> • Cities • Directions • Brown Bear....<i>story</i> • Questions. 	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none"> • TPR commands; tell students to put names of cities in order that they visited them in the story. • Prepare an oral presentation in which you will tell your classmates where city is located, what geographical features are in the area around the chosen city, and how to locate the city on a map of China. • Ask students: How do we use our senses to get somewhere? How do we use our senses to get somewhere? How does a map help us find our way? What makes a place famous? <p>Do interpersonal performance assessment task when students are ready.</p>

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Appendix 1:

Story example:

“There is a boy, named Tyrell. (Example of questions for story-asking: Is his name George? Is his name ___? No, His name is Tyrell.) Tyrell has a cat. It’s a pink cat. Tyrell and his cat go to China. They go to Beijing in China. (Ask about other cities, for repetition.) In Beijing, his pink cat runs away. Tyrell is sad. He looks for his cat. He walks from Beijing to Shanghai. He sees a fox. The fox didn’t see his cat. Tyrell runs from Shanghai to Xi’an. He sees a monkey. The monkey didn’t see his cat. Tyrell jumps from Xi’an to Taiwan. He sees a rabbit. The rabbit is looking at Tyrell’s pink cat. Tyrell is happy. The pink cat is happy. The rabbit is happy. Everyone is happy.

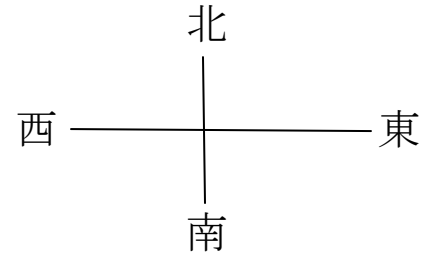
有一個男生叫泰瑞。泰瑞有一隻貓。它是粉紅貓。泰瑞和她的貓去中國。他們去中國北京。在北京，他的粉紅貓跑走了。泰瑞很難過。他找她的貓。他從北京走到上海。他看到一隻狐狸。這隻狐狸沒看到他的貓。泰瑞從上海跑到西安。他看到一隻猴子。這隻猴子沒看到他的貓。泰瑞從西安跳到台灣。他看到一隻兔子。這隻兔子正在看泰瑞的粉紅貓。泰瑞很高興。這隻粉紅貓很高興。大家都很高興。

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Appendix 2: Comprehension worksheet for interpretive task:

Listen to teacher's direction and mark where animals are.

jīn yú mǎ māo gǒu yáng xióng
 金魚 馬 貓 狗 羊 熊



Grading criteria for interpretive task:

- 1 Needs improvement-lacks expected progress toward expectation.
I didn't participate in the activity and left blank without trying to finish it.

- 2 Approaching Standard-making progress towards expectation w/ support.
I tried to participate but I need a lot of help.
Less than 60% correct.

- 3 At Standard- independently meets expectation.
I tried to participate but I need some help.
Between 60% and 90 %.

- 4 Advanced-independently exceeds expectation.
I tried to participate and I think I did all right.
More than 90 % correct.

Made by Feng-yi Wang.

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Appendix 3: Blank Map of China:



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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 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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