

***My Travel to China* 我的中国之旅**
Integrated Performance Assessments
Chinese, Grade 4, Hall Elementary School, Year End

IB Theme: Going to a New Place

Enduring Understanding:

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

Important Question:

- Why do people travel? Why do people move to another country?

Learning Targets:

Students can:

1. Understand a travel itinerary and weather forecast and answer comprehension questions in English. (Interpretive)
2. Perform a skit of a scene in which a traveler goes through customs upon arriving in China. (Presentational)
3. Discuss with a small group of other students how to spend a free afternoon in China.(Interpersonal)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> Review a travel itinerary and weather forecast and answer comprehension questions.
	Presentational task
	<ul style="list-style-type: none"> Perform a skit of a scene in which a traveler goes through customs upon arriving in China.
	Interpersonal task
	<ul style="list-style-type: none"> Discuss how to spend a free afternoon in China in a small group.
Culture	<ul style="list-style-type: none"> Different types of accommodations: hotels, inns, hostel. Public transportation Travel protocol, manners, etiquette
Connections	<ul style="list-style-type: none"> Money conversion, Chinese currency Time differences
Comparisons	<ul style="list-style-type: none"> Foods, hospitality
Communities	<ul style="list-style-type: none"> Students ask family members and other school staff about an experience they had when they travelled somewhere. “Show and Tell” a student created passport to family members.

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<i>Communication: Interpretive</i>	Performance Assessment Task 1
<p>This assessment is at the beginning of the unit.</p> <p>Students have learned and practiced words from the story:</p> <ul style="list-style-type: none"> • Time • Transportation • Weather • Seasons • Basic verbs: go to, arrive at, leave at... 	<p>Review a travel itinerary and weather forecast and answer comprehension questions.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Read a travel itinerary in Chinese. 2. Answer comprehension questions in English.

<i>Communication: Presentational</i>	Performance Assessment Task 2
<p>This assessment is in the middle of the unit. Students prepare presentational tasks for performance to an audience.</p> <p>Essential vocabulary:</p> <ul style="list-style-type: none"> • Chinese currency • Everyday objects • Travel • Passport 	<p>Perform a skit of a scene in which a traveler goes through customs upon arriving in China.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. With a partner, create a conversation between a customs official at an airport in China and a traveler from the U.S. 2. Decide what role each of you play. 3. Use a template provided by the teacher to develop appropriate questions and answers in Chinese. 4. Practice your skit for presentation to the class.

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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: Communicating in a non-rehearsed conversation.</p> <p>All of the above essential vocabulary, plus review of:</p> <ul style="list-style-type: none"> • Want to... • Go to... • Sightseeing vocabulary, i.e. museum, monument 	<p>Discuss how to spend a free afternoon in China in a small group.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. In a group of four students, look at pictures of activities you can do or things you can see in a city in China. 2. Ask each other questions in Chinese to decide on 3 activities that you want to do as a group.

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 • Tell times • Tell dates • Identify common transportations • Identify common items for everyday life • Tell what activities they want to do • Identify weather 	<ul style="list-style-type: none"> • Asking Yes/No, either/or questions: 你要帶牙刷嗎? Are you going to bring a toothbrush? • Asking information questions: 誰Who, 什麼what, 在哪裡where 什麼時候when? • “What’s your name?” 你叫什麼名字? • “Where are you going?” 你要去哪裡? • “How much money do you have?” 你有多少錢? • “What time (or date) are you leaving?” 什麼時候你要離開? • “It is _ o’clock.” 幾點鐘。 • “It will rain. It will be sunny” 要下雨了。要出太陽了 <p>Verbs:</p> <ul style="list-style-type: none"> • to bring...帶 • go from __ to _ 從__到__ • arrive at 到達 • leave at 離開 • take a <u>train</u> to (or other mode of transportation, i.e. bus, plane) 搭火車 	<p>Essential to know:</p> <ul style="list-style-type: none"> • Time 幾點鐘 • Dates 幾月幾日 • Transportation modes-airplane, bus, car, train, bike, on foot • 火車 巴士 汽車 • Objects to pack for travel; 牙刷 toothbrush, 梳子 comb 衣服 clothes, 毛巾 towels, 洗发精 shampoo, 钱 money, 睡衣 pajama, 零食 or 点心 snacks, 照相机 camera, 人民币 Chinese-currency, 护照 passport, 地图 map <p>Nice to know:</p> <ul style="list-style-type: none"> • Weather: Rainy 雨天, Sunny, 晴天 Cloudy, 陰天 windy 颶風天 • Seasons: Spring 春, summer 夏 Fall 秋, winter 冬 	<ul style="list-style-type: none"> • Clock in Chinese number characters • Photo flash cards: seasons, transportation modes, weather, common everyday objects and travel objects. • Travel itinerary in Chinese. See Appendix 1. • Comprehension questions about the travel itinerary. See Appendix 2. • Weather forecast. See Appendix 3. • Chinese currency • Teacher created passport for each student • Pictures of activities related to sightseeing, i.e., visiting museum, souvenir shopping, going to a park, etc... • Film about famous places in China

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Description of sample lessons and formative assessments for *beginning, middle, and end* to teach the unit

<p style="text-align: center;">Beginning</p> <p>Review:</p> <ul style="list-style-type: none"> • Dates • Time • Weather • Seasons <p>Introduce:</p> <ul style="list-style-type: none"> • Transportation modes • Verbs: go to, arrive, leave 	<p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Introduce with essential, important questions, or a related question. e.g. Who has been on an airplane? Who went outside the state? How did you get there? How long did it take? <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • TPR - students do actions to follow commands; use humorous, bizarre commands, i.e. “Fly a “fast” airplane and arrive at a desk”; “Drive a “slow” car and leave from the teacher’s desk”. • Use photo flashcards of transportation modes • Use Personalized Questions and Answers (PQA) to ensure the questions are comprehensible to the students. • Use a variety of comprehension checks. • Play memory game. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Teacher asks personalized questions about how students come to school every day, what time they leave home or arrive at school. • Graph of the students’ responses, i.e. How many students come to school by bus? • Practice with a partner asking “How do you come to school?” “What time do you leave home?” “What time do you arrive at school?” <p>Sample formative assessments:</p> <ul style="list-style-type: none"> • Tell a story by asking personalized questions. • 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 airplane. Point to a blue car. • Respond to visuals - yes/no; choice (is it X or Y?; who, what, where, when?) • Line up in sequence holding the words for the days of the week, seasons of the year, and time. <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 style="text-align: center;">Middle</p> <ul style="list-style-type: none">• What will you pack to travel to China?• Cities in China• Sightseeing places- museum, park, shops, other famous places (Forbidden City, Great Wall, Tiannen Square)• Chinese currency	<p>Transition and maintain students' interest in the topic.</p> <p>Teacher brings a suitcase filled with items, such as a pajama, toothbrush, comb, clothes, camera, passport, jacket, Chinese money, watch, hat, umbrella, shampoo, towel, map, soccer ball, lunch bag, water bottle.</p> <p>Key elements of the lessons</p> <ul style="list-style-type: none">• Teach the vocabulary of things inside the suitcase• Teach sightseeing vocabulary, use TPR• Teach Chinese currency, conversion,• Categorize the items on a Venn Diagram - "a trip to China" and "day trip to a local park"• Guess what's in the bag? Teacher puts an item into a bag without showing it to students and give clues so students can guess what it is. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none">• Pair / Share: Say where you would like to visit in China. Ask each other questions in Chinese.• Survey the classmates on the top three places that they want to visit in China.• Guess where: A student imagines a place where he/she wants to be. The other student asks questions to guess where she or he is imagining to be. <p>Teaching reading and writing:</p> <ul style="list-style-type: none">• Teach the character when the word is introduced• Label the cities and famous places in Chinese• Practice recognition of the characters using the flash cards• Students create their own passports <p>Do presentational performance assessment task when students are ready.</p>
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<p>End</p> <ul style="list-style-type: none">• I want to do...• I want to go...• What do you want to do?• Do you want to take a bus?• Do you want to bike?	<p>Wrap up the unit and revisit and answer the important question.</p> <ul style="list-style-type: none">• Teacher appears as a traveler with a backpack, hat, map, travel itinerary, and passport in the classroom. Teacher tells students that she is in Beijing, China. She tells what she is going to do that day. Then, she tells students that she has a free afternoon on the following day. Ask students how they want to spend the afternoon.• Teacher asks students personalized questions about places they want to visit and things they want to do. <p>Do <i>interpersonal</i> performance assessment task when students are ready.</p> <p>Teaching reading and writing:</p> <ul style="list-style-type: none">• Practice character recognition• Label activities and places in China in Chinese
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Appendix 1: Sample travel e-itinerary

航段	班號 機型	離到時間	艙等/訂位艙等	中途站
台北 (桃園機場)	BR0716	2012/6/19 09:20	經濟艙/ X	0
北京	B747	2012/6/19 12:30		
北京	BR0715	2012/6/26 13:45	經濟艙/ X	0
台北 (桃園機場)	B747	2012/6/26 16:55		

表內所示均為當地時間。以上機型標示僅供參考，如有變動，將以實際飛航機型為準。

票種	張數	未稅票價	稅金
成人	1	TWD 11,998 元 * 1	TWD 2,373 元 * 1
總計			TWD 14,371 元

持中國護照從中國大陸地區搭乘直飛航班前往台灣，或經由台灣轉機至第三地，與自第三地搭機至台灣再轉直飛班機至大陸之來回行程。依規定需備妥有效之外籍護照或大陸居民往來台灣通行證和台灣地區入出境許可證始可搭機。如未能備妥相關證件，造成無法登機，長榮航空/立榮航空將無承擔任何損失的責任，謝謝您的配合。

Appendix 2: Sample comprehension questions:

nǐ yào qù nǎ lǐ

1. 你要去哪裡？Where are you going?

nǐ cóng nǎlǐ qù

2. 你從哪裡去？Where are you leaving from?

nǐ nǎ tiān yào lí kāi

3. 你哪天要離開？What date are you leaving?

nǐ jǐ diǎn yào lí kāi

4. 你幾點要離開？What time are you leaving?

lí kāi de fēi jī bān jī hào

5. 離開的飛機班機幾號？What's the airplane number for leaving?

dào dá shí jiān jǐ diǎn

6. 到達時間幾點？What time do you arrive?


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Appendix 3: Sample Weather Forecast

今日天氣預測圖

亞洲 > 中國 > 上海

天氣	
 多雲時晴	最高溫 3 0 °C
	最低溫 2 4 °C

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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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