

***Healthy Habits* 健康的习惯**  
**Integrated Performance Assessment**  
**Chinese, Level 1, Henry High School, Year-End**

**Theme: Health**

**Enduring Understandings:**

- We communicate in another language to understand, interact with, and provide information to others.
- We can understand another culture by relating its practices and perspectives and by comparing them to ours.
- We can make connections to enhance our learning of other disciplines through learning a language and about other cultures.

**Important questions:**

- How do I maintain my health?
- Are Chinese people healthier than we are?

**Learning Targets**

Students can:

- Read a short biography or profile of Olympic athletes and identify some characteristics for becoming an Olympic athlete. (Interpretive)
- Ask and answer questions about exercise, eating habits, and daily routine. (Interpersonal)
- Write a persuasive letter to volunteer at Olympics. (Presentational)
- Interview someone to find out their basic needs in order to stay at Olympic camp. (Interpersonal)

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**Summary of Performance Assessment Tasks and Standards Addressed**

<b>Communication</b>	<b>Interpretive task</b>
	<ul style="list-style-type: none"> <li>Read a public announcement on 生活说明书 (<a href="http://www.wikish.net/doc-view-402.html">http://www.wikish.net/doc-view-402.html</a>) about how to keep healthy and answer comprehension questions.</li> </ul>
	<b>Presentational task</b>
	<ul style="list-style-type: none"> <li>Write a persuasive letter to volunteer at Olympics.</li> </ul>
	<b>Interpersonal task</b>
	<ul style="list-style-type: none"> <li>Interview a classmate to find out their eating habits, daily routine and give advice on how to stay healthy.</li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>Food</li> <li>Sports and fitness activities</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>Health and fitness</li> </ul>
<b>Comparisons</b>	<ul style="list-style-type: none"> <li>Letter format</li> <li>Typical foods</li> </ul>
<b>Communities</b>	<ul style="list-style-type: none"> <li>Discuss healthy life style with family and friend members.</li> <li>Interview family members about their healthy habits.</li> <li>Display student work.</li> </ul>

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<b>Communication: Interpretive</b>	<b>Performance Assessment Task 1</b>
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Fitness activities</li> <li>• Daily routine activities</li> <li>• Various kinds of food and drinks</li> </ul>	<p>Read a public announcement on 生活说明书 (<a href="http://www.wikish.net/doc-view-402.html">http://www.wikish.net/doc-view-402.html</a>) about how to keep healthy and answer comprehension questions. Write a short summary about how to stay healthy in English, using information understood from the Chinese announcement.</p> <p><b>Task directions to students:</b></p> <ul style="list-style-type: none"> <li>• Read the public announcement in Chinese.</li> <li>• Answer comprehension questions.</li> <li>• Write a short summary of how to stay healthy in English.</li> </ul>
<b>Communication: Presentational</b>	<b>Performance Assessment Task 2</b>
<p>Students have learned and practiced all of the above vocabulary, plus:</p> <ul style="list-style-type: none"> <li>• Describe a typical routine</li> <li>• Tell what exercise you do</li> <li>• Describe a diet</li> <li>• Write a letter of introduction</li> </ul>	<p>Write a persuasive letter to volunteer at the Olympics, including basic personal information and eating habits.</p> <ul style="list-style-type: none"> <li>• If using a keyboard, students will need to be familiar with typing Chinese characters.</li> <li>• Prior to the presentational task, students are provided with a check list and key vocabulary.</li> </ul> <p><b>Task directions to students:</b></p> <ul style="list-style-type: none"> <li>• Write a short letter to volunteer at Olympics. The letter must include basic information about you, your exercise and eating habits.</li> <li>• Write a first draft, work in groups assigned by your teacher to peer-edit, correct and revise.</li> </ul>

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<b>Communication: Interpersonal</b>	<b>Performance Assessment Task 3</b>
<p>Students have learned and practiced all of the above vocabulary, plus:</p> <ul style="list-style-type: none"> <li>● Simple expression to say, “It is better”, “You should eat more_____”</li> <li>● Ask and answer questions about sports, exercise, daily routine, and eating habits</li> </ul>	<p>Interview a classmate to find out their eating habits and daily exercise routine. Give advice to them on how to stay healthy.</p> <p><b>Task directions for students:</b></p> <ul style="list-style-type: none"> <li>● You will interview your partner about his or her eating habits and exercise routine and</li> <li>● Give advice to your partner about how to stay healthy.</li> </ul>

**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"> <li>• Ask and answer basic questions about sports, exercise, food, and daily routine</li> <li>• Read a public announcement</li> <li>• Describe a typical routine</li> <li>• Tell what exercise you do</li> <li>• Tell what exercise you like</li> <li>• Make a suggestion</li> <li>• Describe a diet</li> <li>• Write a letter of introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Yes/No Question forms: V+Neg.+V and ...吗</li> <li>• 你喜欢不喜欢...? (Do you like or dislike?)</li> <li>• 你打不打...? (Do you play or not play...?)</li> <li>• Subject+Timeword+Verb+Object.</li> <li>• 我昨天打篮球。(I played basketball yesterday.)</li> <li>• Let's V + Object</li> <li>• (Okay. Let's go; Sorry. Reason...)</li> <li>• 我们去打篮球, 好吗? 好。走吧。</li> <li>• 对不起, 我太累了。</li> <li>• More V + Object 多喝水。(Drink more water.)</li> <li>• Less V + Object 少喝可乐。(Drink less coke.)</li> <li>• Words of frequency (everyday, often, seldom) 天天 经常 常常 不常</li> <li>• Degree (ex: very, really, most) 喜欢 很喜欢 非常喜欢 最喜欢</li> </ul>	<p><b>Essential to know:</b></p> <ul style="list-style-type: none"> <li>• Sports-篮球 (basketball), 乒乓球 (table tennis), 跑步 (running)...</li> <li>• Food-水果 (fruits),肉 (meats), 菜 (vegetables), 饭 (rice) 水 (water),春卷 (egg roll), 饺子 (dumpling), 炒饭 (fried rice),</li> <li>• Daily routines- 早饭 (breakfast), 午饭 (lunch), 晚饭 (dinner), ..., 昨天 (yesterday), 今天 (today), 明天 (tomorrow)</li> <li>• Days of the week-星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天, 星期日</li> <li>• Verbs: 吃(eat), 喝 (drink), 打 (play), 看 (watch/see/read), 喜欢 (like)</li> <li>• More/less: 多.../少...</li> <li>• Words of frequency: 天天(everyday), 经常 (often), 常常 (often), 不常 (seldom)</li> </ul> <p><b>Nice to know:</b></p> <p>苹果 (apple),梨 (pear),香蕉(banana),草莓 (strawberry), 葡萄 (grape), 冰淇淋 (ice cream), 蛋糕 (cake), 棒棒糖 (lollipop), 比萨饼 (pizza), 西瓜 (watermelon),猪肉 (pork), 鸡肉 (chicken),牛肉 (beef), 鸡蛋 (egg), 胡萝卜 (carrot),棒球 (baseball), 橄榄球 (football), 篮球 (basketball), 游泳 (swim), 跑步 (run), 踢毽子 (kicking the shuttlecock), 跳绳 (jumping rope), 忙 (busy), 好玩 (fun), 高兴 (happy), 咖啡 (coffee), 可乐 (coke), 汉堡包 (hamburger)</p>	<ul style="list-style-type: none"> <li>• Video clip of Chinese people morning exercise <a href="http://www.youtube.com/watch?v=68hQ0CXBw54">http://www.youtube.com/watch?v=68hQ0CXBw54</a></li> <li>• Video clip of Chinese Kung fu <a href="http://www.youtube.com/watch?v=SaJzuEWVvX4">http://www.youtube.com/watch?v=SaJzuEWVvX4</a></li> <li>• Public announcement on 生活说明书 <a href="http://www.wikish.net/doc-view-402.html">http://www.wikish.net/doc-view-402.html</a></li> <li>• Teacher modified version of the public announcement (See Appendix 1)</li> <li>• Comprehension questions for interpretive task (See Appendix 2)</li> <li>• Food item bingo sheet (Appendix 3)</li> </ul>

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<b>Description of sample lessons and formative assessments for <i>beginning, middle, and end</i> to teach the unit</b>	
<p style="text-align: center;"><b>Beginning</b></p> <p><b>Vocabulary focus:</b></p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Fitness activities</li> <li>• Daily routine activities</li> <li>• Various kinds of food and drinks</li> </ul>	<p><b>“Hook” students; get them interested in the topic.</b></p> <ul style="list-style-type: none"> <li>• Introduce with essential, important questions.               <ul style="list-style-type: none"> <li>○ Why do we play sports? How do I maintain my health? Are Chinese people healthier than we are?</li> </ul> </li> <li>• Show two video clips of Chinese people doing exercises, i.e. Tai Chi or Kung Fu, and discuss the observations.</li> </ul> <p><b>Key elements of lessons</b></p> <p><b>Introduce vocabulary:</b></p> <ul style="list-style-type: none"> <li>• TPR - students perform actions; (i.e. play football. Play soccer. Drink water.)</li> <li>• PQA-Ask students which sports he/she plays; which foods they like to eat, etc...</li> </ul> <p><b>Practice interpersonal communication:</b></p> <ul style="list-style-type: none"> <li>• Students ask questions each other to find out which sports they play and report</li> <li>• Students ask questions each other to find out what they ate the day before and report, make a chart</li> </ul> <p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>• Respond to visuals - yes/no; choice (is it X or Y; who, what, where, when?)</li> <li>• Tell and Use comprehension checks, i.e. thumbs up/thumbs down; show with your hands how much you understand of a story or description, i.e. 8 fingers for 80%;</li> <li>• Use TPR commands as comprehensions checks, watch students’ responses and reinforce with comprehensible input. (i.e. Point to the flag of USA; Look at the boy from Canada.)</li> </ul> <p><b>Teach reading and writing:</b></p> <ul style="list-style-type: none"> <li>• Show the characters when the vocabulary is introduced orally</li> <li>• Practice character recognition of limited number of key vocabulary. Post where it can be seen in the room for quick reference.</li> <li>• Students will have their own set of flash cards with vocabulary in characters. Activities using the flash card to reinforce the recognition of the characters, i.e., matching, quizzing each other, create sentences, etc.</li> </ul> <p>Do <b>interpretive</b> performance assessment task when students are ready.</p>

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<p style="text-align: center;"><b>Middle</b></p> <p><b>Vocabulary focus:</b></p> <ul style="list-style-type: none"> <li>● Tell what exercise and sports you play</li> <li>● Describe your diet</li> <li>● Describe your regular routine</li> </ul>	<p><b>Transition and maintain students' interest in the topic.</b></p> <ul style="list-style-type: none"> <li>● Why do you play sports?</li> <li>● What are my daily activities?</li> </ul> <p><b>Key elements of the lessons</b></p> <p><b>Introduce vocabulary:</b></p> <ul style="list-style-type: none"> <li>● The teacher introduces time words to students. (i.e. yesterday, today, and tomorrow...)</li> </ul> <p><b>Practice interpersonal communication:</b></p> <ul style="list-style-type: none"> <li>● Information gap activity: Each student list what they ate the day before. Then pair up with a partner and ask questions to each other to find out the same or different food they ate, and fill in the Venn diagram.</li> <li>● Information gap activity: Each student list what they did the day before. Then pair up with a partner and ask questions each other to find out if they have the same things on the list or different. Fill in the Venn diagram.</li> </ul> <p><b>Samples of formative assessment:</b></p> <ul style="list-style-type: none"> <li>● Students make a poster that describes their daily routine using time words and report to each other.</li> </ul> <p><b>Teaching reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Students copy a character from new vocabulary. 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.</li> <li>● Students will keep their own flash cards of the key vocabulary written in characters. Use these cards to play games-matching, identifying, Around the World, etc.</li> <li>● Practice writing sentences as homework.</li> </ul> <p>Do <b>presentational</b> performance assessment task when students are ready.</p>
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<p style="text-align: center;"><b>End</b></p> <p><b>Vocabulary focus:</b></p> <ul style="list-style-type: none"> <li>● Describe your likes and dislikes in terms of sports and daily activities.</li> <li>● Describe the similarities and differences in Chinese and American people's sports activities.</li> <li>● Describe the similarities and differences in Chinese and American people's daily life.</li> </ul>	<p><b>Wrap up the unit and revisit and answer the important questions.</b></p> <ul style="list-style-type: none"> <li>● Discuss cultural similarities and differences in Chinese and American people's life styles.</li> </ul> <p><b>Key elements of the lessons</b></p> <p><b>Introduce vocabulary:</b></p> <ul style="list-style-type: none"> <li>● TPR: learn verbs "like" and "dislike". Students can do an action like "hug" to show what they like, while shake heads to show what they "dislike".</li> <li>● Personalized questions and answers: the teacher asks students which sports/activities they like or dislike. Learn sentence structures: I like... I don't like. The teacher asks students which sports/activities Chinese people like and what sports/activities American people like.</li> <li>● Introduce unique sports Chinese people play (i.e. kicking the shuttlecock, jumping rope, Chinese rubber band)</li> </ul> <p><b>Practice interpersonal communication:</b></p> <ul style="list-style-type: none"> <li>● Survey: students create questions to ask their classmates about their likes, dislikes and daily activities. The whole class can make a chart to list how many and how often the sports and activities are mentioned.</li> </ul> <p><b>Samples of formative assessment:</b></p> <ul style="list-style-type: none"> <li>● Venn Diagram: discuss similarities and differences in Chinese and American people's life styles. Discuss which sports Chinese people like, which sports American people like and what they all like.</li> <li>● Make a chart: Compare and contrast a Chinese student and an American student's daily activities.</li> </ul> <p><b>Teaching reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Students write a paragraph to describe their likes, dislikes and daily activities in Chinese characters and pinyin words. The paragraph must include at least ten ideas. Students read their paragraph to their partners and then, share with the rest of the students about their partner's likes, dislikes and daily activities.</li> <li>● Students read an article about a Chinese student's one day. They grasp the key points, take notes and complete the chart to compare and contrast a Chinese student and an American student's daily activities.</li> </ul> <p>Do <b>interpersonal</b> performance assessment task when students are ready.</p>
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**Appendix 1: Teacher modified public announcement:**

Read the following public announcements. Then, mark the following statements with either True or False, and answer the comprehension questions.

如何保持身体健康- 步骤或方法

1. 多喝水.



2. 足够并且舒适的睡眠 (睡觉). 睡眠不足会导致高血压和肥胖。

3. 保持运动。每天保持最少30分钟的运动。

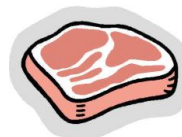


4. 少吃糖和高糖食品。

5. 健康、均衡的饮食。吃肉和蔬菜，肉含有蛋白质，蔬菜和水果含有维他命。

6. 经常洗手。在饭前便后，使用电脑后及在吃东西前都要洗手。

7. 快乐的生活，是健康的开始。



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**Appendix 2: Comprehension Questions for interpretive task**

1. Mark the following statements with either right 对 or wrong 错.

1. 水健康, 多喝水。 \_\_\_\_\_
2. 睡眠不足会导致 (cause) 心脏病。 \_\_\_\_\_
3. 每天保持30分钟的运动。 \_\_\_\_\_
4. 蛋糕是高糖食品。 \_\_\_\_\_
5. 只 (only) 吃蔬菜健康。 \_\_\_\_\_

2. Comprehension Questions.

1. What is the effect of not sleeping enough?
2. What is the most important thing in diet?
3. What nutrition does meat contain? What nutrition do vegetables and fruits contain?
4. When does the author stress to wash hands?
5. To summarize, what are three key words to maintain healthy life style?

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English Translations of the public announcements:
















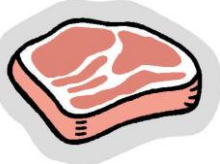
1. Drink more water.
2. Sleep enough and comfortably. Insufficient sleep will cause high blood pressure and gaining weight.
3. Keep exercising. Keep exercising for at least thirty minutes every day.
4. Eat less sugar and sugary foods.
5. To be healthy, eat a balanced diet. Eat both meats and vegetables. Meats contain proteins. Vegetables and fruits contain vitamins.
6. Wash your hands often. Wash your hands well before meals and after using a computer.
7. Happy life is the start to a healthy life.

Answer to the comprehension questions:

1. Insufficient amount of sleep will cause high blood pressure.
2. The important thing is to keep a balanced diet.
3. Meat contains protein; vegetables and fruits contain vitamin C.
4. Author stresses to wash hands before meals and after using a computer.
5. Three key main words are balanced diet, exercise, and getting enough sleep.

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**Appendix 3: Food item bingo sheet:**

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LESSON PLANNING CHECKLIST

√	ITEM
<b>STAGE ONE: LESSON GOALS</b>	
	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
<b>STAGE TWO: CHECK FOR LEARNING</b>	
	I know how students will show me that they have achieved the lesson goals by the end of the lesson
<b>STAGE THREE: LESSON ACTIVITIES</b>	
	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
<b>THE ACTIVITIES I HAVE SELECTED TO DO THE FOLLOWING:</b>	
	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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