

***Our Stories* 我们的故事**
Integrated Performance Assessment
Chinese, Level 1, Henry High School, Mid-Year

Theme: Our Stories

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.

Important questions:

How would my life be different if I lived in another country?
How are people from China like me? How are we different?

Learning Targets

Students can:

- Understand basic information about others. (Interpretive)
- Greet each other appropriately in Chinese. (Interpersonal)
- Ask basic questions to learn about others: How do they describe themselves? Where they live? Who is in their family? What things do they like? What activities do they like? (Interpersonal)
- Answer similar questions about themselves. (Interpersonal)
- Present self-introduction using a technology tool.(Presentational)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> Listen to short biographies recorded by native speakers of Chinese, then answer basic comprehension questions about the biographies.
	Presentational task
	<ul style="list-style-type: none"> Create a character who resembles you, then write a “biography” about this character, and record it on VOKI or Audacity.
	Interpersonal task
	<ul style="list-style-type: none"> Draw a family for the character you created and introduced in the presentational task. With a partner or in a group of three, conduct a conversation asking and answering questions about your character’s “family.”
Culture	<ul style="list-style-type: none"> Family terms Cultural practice in families Chinese lunar calendar Chinese zodiac Ethnic groups in China
Connections	<ul style="list-style-type: none"> Mathematics: numbers, ages Calendar. Geography Art Integrated technology
Comparisons	<ul style="list-style-type: none"> Terms of address for family members Chinese Zodiac How people use zodiac calendars
Communities	<ul style="list-style-type: none"> Post or record Voki recordings on Smart Board; provide a CD of all the recordings to students. Share students’ recordings at parent-teacher conference and open house.

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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> ● Greetings ● Good-byes ● Names ● Numbers ● Ages ● Self-introduction: name, age, grade in school, nationality. ● Family members ● Describing people 	<p>Listen to short biographies recorded by native Chinese speakers and then answer basic comprehension questions about the biographies.</p> <p>Task directions to students:</p> <ul style="list-style-type: none"> ● Preview the questions below. Then listen to recording of the person telling about him or herself and answer the questions. <ol style="list-style-type: none"> 1. Who is speaking? 2. Where is the speaker from? 3. What is the speaker’s place in the family? 4. Is the speaker an adult, a child, a parent, or a college student? 5. Tell one thing you learned about the speaker that is different from the questions above.

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"> ● Names of family members ● Place in family ● Chinese characters for essential vocabulary ● Typing Chinese characters using a keyboard 	<p>Create a character who resembles you, then write a “biography” about this character in Chinese, and record it on VOKI or Audacity.</p> <p>(Note: If using a keyboard, students will need to be familiar with typing Chinese characters and the process for verbal voice recording. Prior to the presentational task, students are provided with a check-list and key vocabulary.)</p> <p>Task directions to students:</p> <ul style="list-style-type: none"> ● Write a self-introduction of your character in Chinese. Write a first draft, peer-edit, correct and revise. ● Read aloud and record a short simple self- introduction of your character onto VOKI or Audacity.

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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"> ● Basic expressions: Yes, no, thank you ● How to ask yes/no and information questions ● How to ask for clarification or repetition: I understand; I don't understand 	<p>Draw a family for the character you created and introduced in the presentational task. With a partner or in a group of three, conduct a conversation asking and answering questions about your character's "family".</p> <p>Task directions for students:</p> <ul style="list-style-type: none"> ● Using the picture that you created of your character's family, ask your partner (or group) questions about their families' pictures and answer their questions about your family.

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 appropriately ● Introduce oneself ● Ask and answer basic personal information ● Provide basic information about people 	<ul style="list-style-type: none"> ● Questions: Where? When? Who? ● 你叫什么名字? (What is your name?) 你的姓名是什么? (What is your name?) 你几岁? (How old are you?) 你多大? (How old are you?) 我。。岁。(I am xx years old.) 你住在哪儿? (Where do you live?) 我住在...(I live in xx.) 你的国籍是什么? (What is your nationality?) 我的国籍是...(My nationality is xx) 你的生日是几月几号? (When is your birthday?) 我的生日是...(My birthday is xx.) 你喜欢什么? (What do you like?) 我喜欢...(I like xx.) 我不喜欢...(I don't like xx.) 家有几个人? (How many people are there in your family?) 	<p>Essential to know:</p> <ul style="list-style-type: none"> ● Greetings- 你好。(Hello.) 你好吗? (How are you?) 早上好。(Good morning.) 谢谢你。(Thank you.) ● Numbers to express dates, age, birthdays ● Family- 家庭 (Family) 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 爷爷, 奶奶 (Dad, Mom, older brother, older sister, younger brother, younger sister, Grandpa, Grandma) ● Zodiac signs- 十二生肖鼠 (Twelve Zodiac Animals-Rat) 鼠, 牛, 虎, 兔, 龙, 蛇, 马, 羊, 猴, 鸡, 狗, 猪 (rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, pig) ● Question words – Who, what, where and when ● Zodiac animals- Pets- 宠物: 猫, 狗, 鱼 (pets: cat, dog, fish) 	<ul style="list-style-type: none"> ● Posters or pictures of cartoon characters or famous people ● A song “你好 nǐ hǎo” from CD: 我们来玩吧 A Lango Adventure Album. Publisher: Lango Inc. Author: Basho Mosko Year: 2008 ● A cartoon scenes of greeting http://www.youtube.com/watch?v=2jt4J6GcanE (See the Transcript) http://www.youtube.com/watch?v=bWM17TZ-4lo&feature=related (See Appendix 1) ● Three audio recordings made by Chinese native speakers and comprehension questions (See Appendix 2) ● Sample comprehension questions for interpretive task (See Appendix 3) ● Zodiac Animal Rhyme http://www.yes-chinese.com/en/reading/view.do?id=20110926233532 ● Internet access to the VOKI website or Audacity Voice Recorder ● Set of cards for Information Gap activity (See Appendix 4)

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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>Vocabulary focus:</p> <ul style="list-style-type: none"> ● Greetings and good-byes ● Introductions ● Names ● Ages/numbers ● Nationalities ● Question words ● Yes/No 	<p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> ● Introduce with essential, important questions. <p>Key elements of lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> ● TPR - students do actions; students follow commands; use humorous, bizarre commands (i.e. point to the U.S. flag and jump up and down) ● Use photos of people; flags to identify nationalities; props -such as hats; drawing; actors <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> ● Students survey classmates, ask information questions about names, ages, nationalities. ● Create a class roster. ● Graph results of survey <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> ● Tell a story by asking questions. (i.e. There was a girl. What was her name? Was her name Alice? Yes/no/ choice). ● 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 flag of Taiwan, look at the Canadian boy. ● Role play greeting, introductions, and leave-taking. Use actions and props. ● Respond to visuals - yes/no; choice (is it X or Y?; who, what, where, when?) <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> ● Teach the character when the word is introduced. ● Practice character recognition ● Have students copy a character for vocabulary topic; write the character on the board at the beginning of class, but can't write one that someone else has written already. <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"> • Activities • Likes/ dislikes • Family member names • Family names • Vocabulary for place in family • Characters for essential words 	<p>Transition and maintain students' interest in the topic.</p> <p>Key elements of the lesson</p> <ul style="list-style-type: none"> • Students survey each others for number of family members • Ask each other questions/role play • Information gap with pictures • Describing a picture about a family as a class/projected onto white board • Fill in the Venn diagram • Drafts of the self-introduction paragraph for a character • Peer review, revising <p>Do presentational and interpersonal performance task when students are ready.</p>
<p style="text-align: center;">End</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Feelings: happy, sad, • ask questions will be given. • ask for clarification, or repetition • Thank you, • I understand/don't understand 	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none"> • How would my life be different if I lived in another country? • How are people from China like me? How are we different? <ul style="list-style-type: none"> ○ Class discussion on similarities and differences in Chinese and American families

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Appendix 1: Transcripts of two cartoon videos:

A: 你好！你是學生嗎？Hello. Are you a student?

B: 你好！我是學生。你呢？Hello. I am a student. What about you?

A: 我也是學生。他呢？I am a student, too. What about him?

B: 他不是學生，他是老師。He is not a student. He is a teacher.

A: 你叫什麼名字？What is your name?

B: 我叫柏哲瑞。你呢？My name is Bo, Zherui. Yours?

A: 我叫韓耀榮。你的英文名字是什麼？My name is Han, Yaorong. What is your English name?

B: 我的英文名字是 Jeremy，你呢？My English name is Jeremy. What about yours?

A: 我的英文名字是 Sam，再見！My English name is Sam. Goodbye!

B: 我們是同學，再見！We are classmates. Bye!

A: 你好！你是學生嗎？Hello. Are you a student?

B: 你好！我是學生。你呢？Hello. I am a student. How about you?

A: 你好！我也是學生。請問你叫什麼名字？I am a student, too. What is your name?

B: 我叫陳雅倩。你叫什麼名字？My name is Chen, Yaqian. What is your name?

A: 我叫林阿泉。你的老師姓什麼？My name is Lin, Aquan. What is your teacher's last name?

B: 我的老師姓吳。他是誰？My teacher's last name is Wu. Who is he?

A: 他是我的老師。He is my teacher.

B: 他是什麼老師？What teacher is he?

A: 他是我的英文老師。He is my English teacher.

B: 他的英文名字叫什麼？What is his English name?

A: 他的英文名字叫 Jeremy。再見！陳雅倩！His English name is Jeremy. Goodbye, Chen, Yaqian.

B: 再見！林阿泉！Goodbye, Lin, Aquan.

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Appendix 2: Transcripts of Three Recordings:

Recording 1:

你好。我姓曹，我叫曹艺。我的英文名字是 Audrey。我是女生。我上十二年级，我是学生。我的生日是一九九三年六月二十五日，我十八岁。我家有四个人，我有爸爸、妈妈和哥哥。我的哥哥二十二岁。我没有姐姐，没有弟弟，没有妹妹。我有九个朋友。我住在明尼苏达。我是中国人。

Hello, my last name is Cao. My name is Cao, Yi. My English name is Audrey. I am a female. I am a student, in the 12th grade. My birthday is June 25th, 1993. I am eighteen years old. There are four people in my family. I have Dad, Mom and older brother. My brother is twenty-two years old. I don't have older sister, or younger brother or younger sister. I have nine friends. I live in Minnesota. I am a Chinese.

Recording 2:

你好。我叫李静，男生。我没有英文名字。我是老师，有二十五个学生。我三十四岁，我的生日是三月十七日。我家有七个人，有爸爸妈妈，我有三个哥哥，一个姐姐。我没有弟弟，没有妹妹。我有十八个朋友。我住在北京。我是中国人。

Hello, my name is Li, Jin, male. I don't have English name. I am a teacher and have twenty-five students. I am thirty-four years old. My birthday is March 17th. There are seven people in my family. I have Dad, Mom, three older brothers and an older sister. I don't have younger brother or younger sister. I have eighteen friends. I live in Beijing. I am a Chinese.

Recording 3:

你好。我姓付，我叫付凤丽。我的英文名字是 Julie。我是女生。我是学生，我上大学。我二十五岁，我的生日是十月一日。我家有七个人，我有爸爸妈妈，两个姐姐，一个妹妹，一个弟弟。我没有哥哥。我有三个朋友。我是中国人。我住在美国。

Hello, my last name is Fu. I am Fu, Fengli. My English name is Julie. I am female. I am a university student. I am twenty-five years old. My birthday is October 1st. There are seven people in my family. I have Dad, Mom, two older sisters, one younger sisters and one younger brother. I don't have older brother. I have three friends. I am a Chinese. I live in the US.

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Appendix 3: Sample Comprehension Questions for interpretive task:

1. 他/她贵姓？What is his/her last name?
2. 他/她的英文名字是什么？What is his/her English name?
3. 他/她是男生吗？Is he/she a boy?
4. 他/她上几年级？What grade is he/she in?
5. 他/她多大了？How old is he/she?
6. 他/她家有几个人？How many people in his/her family?
7. 他/她有姐姐吗？Does he/she have older sister?
8. 他/她的哥哥多大了？How old is his/her older brother?
9. 他/她有几个朋友？How many friends does he/she have?
10. 他/她住在哪里？Where does he/she live?

Appendix 4: Information Gap:

Card A	Card B
名字_____	名字: May
年龄_____	年龄: 14 十四岁
生日: 1997年8月16日	生日:一九九七年__月__日
年级: 九 年级	年级: _____
家庭: 爸爸, _____, 一个_____, 两个妹妹	家庭: 爸爸, 妈妈, 一个哥哥, 两个_____
住在: _____	住在: 明尼阿波利斯
国籍/ 哪国人: 美国人	国籍/ 哪国人: _____

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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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