

***Birthday Party* 生日会**  
**Integrated Performance Assessment**  
**Chinese, Level 2, Henry High School, Mid-year**

**Theme: Our Global Community**

**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.
- Cultures share similar underlying values.

**Important questions:**

- How do we welcome and honor someone from other cultures?
- What makes me want to find out about someone?

**Learning Targets:**

Students can:

- Understand basic information about someone from 人人网 *ren ren wang* page. (Interpretive).
- Discuss a plan for a birthday party. (Interpersonal)
- Create a party invitation in Chinese. (Presentational)

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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>Identify information about an exchange student from fictional Facebook page to host a birthday party for the student.</li> </ul>
	<b>Presentational task</b>
	<ul style="list-style-type: none"> <li>Create a birthday party invitation.</li> </ul>
<b>Culture</b>	<b>Interpersonal task</b>
	<ul style="list-style-type: none"> <li>Discuss a plan for the birthday party in a small group.</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Gifts</li> <li>Shopping</li> </ul>
<b>Comparisons</b>	<ul style="list-style-type: none"> <li>Mathematics: numbers, ages</li> <li>Calendar.</li> <li>Integrated technology</li> </ul>
<b>Communities</b>	<ul style="list-style-type: none"> <li>Terms of address</li> <li>Chinese Zodiac</li> </ul>
	<ul style="list-style-type: none"> <li>Social media</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>● Vocabulary related to birthdays,</li> <li>● Dates and time expressions, late morning, early evening...</li> <li>● Activities and hobbies</li> <li>● Personalities</li> <li>● Clothes</li> <li>● Information about family</li> </ul>	<p>Identify information about an exchange student from fictional Facebook page to host a birthday party for the student.</p> <p><b>Task directions to students:</b></p> <ul style="list-style-type: none"> <li>● View a fictional Chinese student's 人人网 <i>ren ren wang</i> page</li> <li>● Interpret this information and use it in successive tasks to prepare a birthday party for that student.</li> <li>● Information need to be identified include: <ul style="list-style-type: none"> <li>○ Birthday, age, and zodiac sign</li> <li>○ Likes and dislikes</li> <li>○ Favorite activities/hobbies</li> <li>○ Personalities</li> <li>○ Clothes preferences</li> <li>○ Information about family</li> </ul> </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>● Common gift items</li> <li>● Locations, places</li> <li>● School schedules</li> </ul>	<p>Create a birthday party invitation.</p> <p><b>Task directions to students:</b></p> <ul style="list-style-type: none"> <li>● Create a rough draft of a party invitation for the exchange student</li> <li>● Exchange with your partner to do peer review and give feedback to each other</li> <li>● Based on the feedback, make a final copy of the invitation.</li> <li>● All the invitations will be displayed for a best design contest</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>● How to state reasons</li> <li>● How to tell preferences over another</li> <li>● How to suggest something</li> </ul>	<p>Discuss a birthday plan in a small group.</p> <p><b>Task directions for students:</b></p> <ul style="list-style-type: none"> <li>● You will each be given a datebook or a calendar with previous obligations written in.</li> <li>● As a group, decide on the following items: <ul style="list-style-type: none"> <li>○ Date and time</li> <li>○ Location</li> <li>○ Whom to invite</li> <li>○ What gift to buy</li> </ul> </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>● Gather needed information from a webpage or other authentic sources</li> <li>● Provide basic information about people</li> <li>● Tell preferences</li> <li>● Make a suggestion</li> <li>● State reasons</li> <li>● Discuss a plan for a party</li> </ul>	<ul style="list-style-type: none"> <li>● Verbs 喜欢 to like、不 no/not/negative form of the verb、去 to go、邀请 to invite、送给 to give as a gift、买 to buy、穿 to wear、坐 to take (the bus, to sit in the car, etc.)、</li> <li>● Questions: 在哪里 Where?、什么时候/几点到几点 When?、谁的生日 Whose party?、为什么 why、什么 what</li> <li>● tenses 过 past tense marker、了 past tense marker、</li> <li>● Causal Relationships: 因为.....所以..... because... so...</li> <li>● Inquire / Tell dates and time: 什么时候? When? 是星期一。On Monday. 几点? What time? 三点到八点半。Three until eight thirty.</li> <li>● Describe locations 很远 far away、很近 very close</li> </ul>	<p><b>Essential to know:</b></p> <ul style="list-style-type: none"> <li>● Birthdays-生日聚会 birthday party, 礼物 gift, 蛋糕 cake, 送给 to give (as a gift),</li> <li>● Time-早上 morning, 上午 late morning, 中午 noon, 下午 afternoon, 晚上 evening/night, 点 o'clock, 半 half past</li> <li>● Places and locations -在 at, 哪儿 where, 朋友的家 friend's home、体育馆 gym、游泳池 swimming pool、商店 store、中心 city center、火车站 train station、飞机场 airport、麦当劳 McDonalds、肯德基 KFC、学校 school、花园 garden、高中 high school</li> <li>● Clothes 裤子 pants, 衬衫 blouse, 连衣裙 dress, 鞋子 shoes, 毛衣 sweater, 牛仔裤 blue jeans, 外套 coat, 上衣 top、</li> <li>● Adjectives-太...了, excessively... 挺...的, very, 有点儿, a little 长, long, 新, new 旧, old, 大, big, 小, small, 胖 loose/baggy、瘦 tight、</li> <li>● Adverbs 快地 quickly、慢慢地 slowly</li> <li>● Food items: 冰淇淋 ice cream, 咖啡 coffee, 饼干 cookie, 茶 tea,</li> </ul> <p><b>Nice to know:</b></p> <ul style="list-style-type: none"> <li>● Gifts: 流行音乐 CD, 墨镜 sunglasses, 帽子 hat, 袜子 socks, 汗衫 t-shirt, 门票 tickets, 花 flower 书 book,</li> <li>● Descriptions: 时髦 fashionable, 新潮 trendy</li> </ul>	<ul style="list-style-type: none"> <li>● Pictures, stories, online resources, videos, games</li> <li>● Resources: “可怜的安娜 Poor Anna” by Zhang Yuehua. Peking University Press, 2006. Chapters 1-4,</li> <li>● Chinese social network site, Ren Ren: <a href="http://www.renren.com/profile.do?id=332090506">http://www.renren.com/profile.do?id=332090506</a></li> <li>● Screen shots of Ren Ren page of Yao Ming (See Appendix 1)</li> <li>● Wikipedia for Yao Ming: <a href="http://zh.wikipedia.org/zh/%E5%A7%9A%E6%98%8E">http://zh.wikipedia.org/zh/%E5%A7%9A%E6%98%8E</a></li> <li>● Sample fictional Ren Ren page (See Appendix 2), School district might block the Ren Ren page; therefore, teacher might have to download the content onto a word file.</li> <li>● Comprehension Check Worksheet. (See Appendix 3)</li> <li>● Realia: gift items, merchandise to display</li> <li>● Example datebook or calendars with obligations</li> <li>● 祝你生日快乐 Happy Birthday Song</li> </ul>

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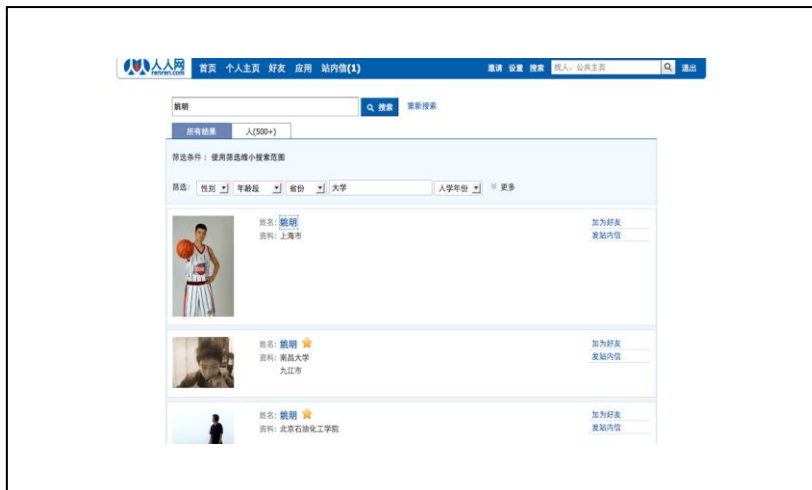
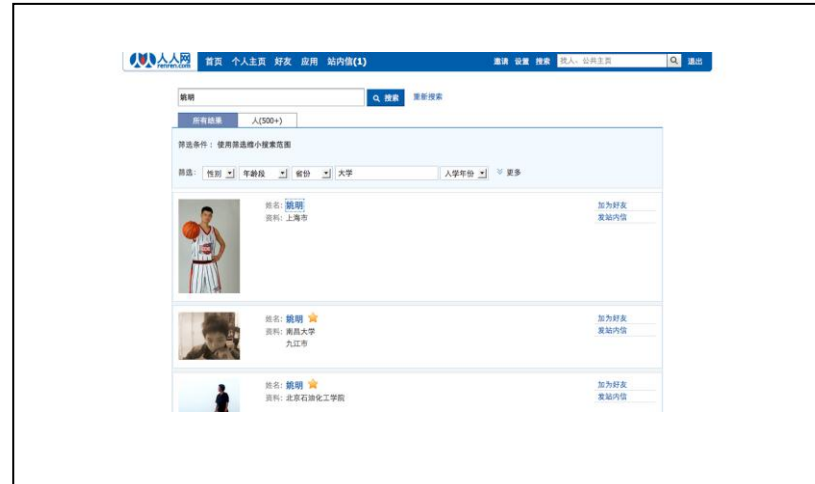
Description of sample lessons and formative assessments for <i>beginning, middle, and end</i> to each the unit	
<p style="text-align: center;"><b>Beginning</b></p> <p><b>Vocabulary focus:</b></p> <ul style="list-style-type: none"> <li>● Vocabulary related to birthdays,</li> <li>● Dates and time expressions, late morning, early evening...</li> <li>● Activities and hobbies</li> <li>● Personalities</li> <li>● Clothes</li> <li>● Information about family</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.</li> <li>● Brainstorm as a whole class on what people do as a host of a guest from other cultures</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 do actions; students follow commands; use humorous, bizarre commands (i.e. point to the date and jump up and down)</li> <li>● Use photos of people; props -such as hats; drawing; actors</li> </ul> <p><b>Practice interpersonal communication:</b></p> <ul style="list-style-type: none"> <li>● Students survey classmates, ask information questions about names, ages, birthdates.</li> <li>● Create a class roster.</li> <li>● Graph results of survey</li> </ul> <p><b>Samples of formative assessment:</b></p> <ul style="list-style-type: none"> <li>● Tell a story by asking questions. (i.e. There was a girl. What was her name? Was her birthday today? Yes/no/ choice).</li> <li>● 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 a pictures; look at the big present.</li> <li>● Role play asking if someone is available on a certain date. Use actions and props.</li> <li>● Respond to questions about visuals - yes/no; choice (is it X or Y); who, what, where, when?</li> </ul> <p><b>Teaching reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Teach the character when the word is introduce</li> <li>● Practice character recognition</li> <li>● 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.</li> </ul>

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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>● Common gift items</li> <li>● Locations, places</li> <li>● School schedules</li> </ul>	<p><b>Transition and maintain students' interest in the topic.</b></p> <p><b>Key elements of the lesson</b></p> <p><b>Introduce vocabulary:</b></p> <ul style="list-style-type: none"> <li>● TPR Storytelling, a story about a girl who is having a birthday party.</li> </ul> <p><b>Practice interpersonal communication:</b></p> <ul style="list-style-type: none"> <li>● Students survey each other for most wanted birthday gifts; and school schedule, who takes Phy. Ed, etc...</li> <li>● Information gap with pictures</li> <li>● Arrange a date for a date</li> </ul> <p><b>Formative assessment examples:</b></p> <ul style="list-style-type: none"> <li>● Describing a picture of a present</li> <li>● Fill in the Venn diagram</li> <li>● Comprehension questions on the TPR Story; comprehension checks, i.e. thumbs up/thumbs down; what percentage of description did you understand, show 8 fingers for 80%</li> </ul> <p><b>Teach reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Character recognition using flash cards</li> <li>● Mini white board games- students write the characters that teacher calls out.</li> <li>● Students will do a rough draft of the invitation</li> </ul> <p><b>Summative assessments:</b></p> <ul style="list-style-type: none"> <li>● Do <b>interpretive</b> and <b>presentational</b> performance tasks when students are ready.</li> </ul>
<p style="text-align: center;"><b>End</b></p> <p><b>Vocabulary focus:</b></p> <ul style="list-style-type: none"> <li>● state reasons</li> <li>● tell preferences over another</li> <li>● suggest something</li> </ul>	<p><b>Wrap up the unit and revisit and answer the important questions.</b></p> <ul style="list-style-type: none"> <li>● How do we welcome and honor someone from other cultures?</li> <li>● What makes me want to find out about someone?</li> <li>● Class discussion on similarities and differences in Chinese and American celebrations</li> </ul> <p><b>Summative Assessments:</b></p> <p>Do <b>interpersonal</b> performance task when students are ready.</p>

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**Appendix 1: Screen shots of Ren Ren page of Yao Ming:**





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#### Appendix 2: Sample page of a fictional Ren Ren page for interpretive task:

胡美琳 ☆ (有10人看过) 什么都没说... | 所有状态

个人资料 资料 动态 相册

**基本信息**

性别: 女  
生日: 1994年2月14日  
家乡: 北京 顺义区

**学校信息**

大学: 北京外国语大学附属外国语学校 - 2007年  
高中: 北京一中 - 2004年  
初中: 北京一中 - 2004年  
小学: [未填写]

**工作信息**

个人信息

兴趣爱好: 看书, 骑自行车, 看电影, 听音乐, +!!! 买衣服!!!  
喜欢音乐: S.H.E + Jay Chou (周杰伦)  
喜欢电影: 美国电影 + 中国电影我都喜欢!

等级 1级

我 喜欢 红色, 粉红色和黄色, 天气冷, 所以穿这件红毛衣。

查看EXPI信息

胡美琳 ☆ (有10人看过) 什么都没说... | 所有状态

首页 个人主页 好友 应用 站内信(1) 邀请 设置 搜索 登入, 公共主页

相册 我的相册 我的一天

我的一天

该相册还没有描述, 点此处添加

第1-7张 /共7张

我做作业以后就和朋友看电视。

我星期一, 星期三和星期五下...

我每天早上六点游泳。

我每个星期六跟朋友去买东西, 吃...

我每天五点半跟妈妈吃晚饭。

我的同学 是七岁上学, 四点...

小云的作业! 我每天从六点八...

我的相册 全部

我喜欢的衣服 7张 | 上传

头像相册 3张

查看其他好友相册

我们都穿黑色的衣服! 这条牛仔裤好看。

我爸爸在我右边, 我哥哥在我爸爸右边, 我妈妈在我爸爸左边, 我叔叔在我左边。

上传于 2010年07月22日 评论 赞

评论(0) 赞(0)

查看EXPI信息

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**Appendix 3: Sample Comprehension Questions:**

**I. Personal Information**

Use the printouts of the 人人网.com page to find the following personal information about 胡美琳 (Hú Měi lín)

1. When is her birthday?
2. How old is she?
3. Does she have any brothers/sisters?
4. What are her hobbies?

**II. Daily Routines**

Fill out the calendar of Mei lin's typical weekly schedule. Include the times she does things if you can.

星期一	星期二	星期三	星期四	星期五	星期六	星期日

**III. Clothing Preferences**

Mei lin is really a fashion enthusiast! Find information about her clothing preferences and opinions.

1. What does she ask visitors to her page about her coat?
2. What is her opinion of her coat?
3. What colors does she like?
4. What does she say about her shoes?
5. How does she feel about dresses? What about the dress she wore to dinner with her brother and dad?

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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

2011. Donna Clementi, HUTEF, STARTALK