

Meeting New People 找新的朋友
Integrated Performance Assessment, Mid-year
Chinese, Level 1, Northeast Middle School

Theme: Meeting People

Enduring Understanding:

- We can understand other culture by relating its practices and perspectives and comparing them to our own.

Important Question:

- How do we meet new people? What do we want to tell them about ourselves?

Learning Targets:

Students can:

- Understand basic information in Chinese about other people. (Interpretive Communication)
- Greet people in Chinese using words and expressions in a culturally appropriate way for their age, social status, and familiarity with others. (Presentational Communication)
- Ask and answer questions to get basic personal information about another person, i.e., age, grade level, family members, likes and dislikes. (Interpersonal Communication)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> Listen to recorded, short, self-introduction passages and answer comprehension questions about each introduction.
	Presentational task
	<ul style="list-style-type: none"> Write a skit to exemplify the cultural concept, “長幼有序, (<i>Elder younger has its order</i>) to teach others how to greet Chinese people.
	Interpersonal task
	<ul style="list-style-type: none"> Role play appropriate greetings and interactions according to the person’s age, social status, and familiarity with people they meet at a mock party.
Culture	<ul style="list-style-type: none"> Greetings, Register of address based on age difference and social status
Connections	<ul style="list-style-type: none"> Geography
Comparisons	<ul style="list-style-type: none"> Greetings and appropriate registers
Communities	<ul style="list-style-type: none"> Greet visitors appropriately in Chinese when they come to the classroom.

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<p>Communication: Interpretive</p> <p>This assessment is at the beginning of the unit.</p> <p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Basic greetings • Giving basic information about oneself • Forms of address • Considerations for how to appropriately address a superior or elder 	<p>Performance Assessment Task 1</p> <p>Listen to recorded short passages of self-introductions, then answer comprehension questions about each passage.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Listen to three recorded passages of people introducing themselves. 2. Listen carefully what each person is saying about him or herself. 3. After listening, choose the answer to the question that best fits the description.
<p>Communication: Presentational</p> <p>This assessment is in the middle of the unit.</p> <p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Culturally appropriate greetings • Ask and answer basic questions for giving personal information • Tell likes and dislikes about common everyday items such as food. • Tell basic information about family members 	<p>Performance Assessment Task 2</p> <p>Write a skit to exemplify the cultural concept, 長幼有序, (<i>Elder younger has its order</i>) to teach others how to greet Chinese people.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Your school is going to host a group of teachers, parents, and students from China for one week. Your class was chosen to teach school staff and students how to meet new people and greet the guests. 2. Prepare and present a skit with a group of four students to show how to greet various visitors appropriately 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"> • Culturally appropriate greetings • Ask and answer basic questions about personal information • Tell likes and dislikes about some common everyday items such as food • Tell basic information about family members 	<p>Role-play greeting each other appropriately and asking and answering questions in a short self-introduction conversation.</p> <p>Task directions to students: Your school is hosting a farewell party for the group from China at the end of their stay.</p> <ol style="list-style-type: none"> 1. The teacher will choose two students to perform a short role-play conversation in which they greet each other and ask and answer questions in a short self-introduction conversation. 2. Each student will draw a finger puppet from a bag. The puppet will indicate the role each student will play in the conversation, i.e. a teacher, a parent, or another student. 3. Use the appropriate greetings and questions and answers for the role you will play.

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, introduce • Respond to and ask questions: yes/no, either/or • Respond to simple commands • Give basic information about people • Use culturally appropriate gestures • Recognize familiar words in <i>pinyin</i> and few Chinese characters 	<p>Greetings: 您好 hello to the elder; formal greeting; 你好 hello; 老師好 hello teacher; 吃了嗎 have you eaten; 您好嗎 how are you to the elder/formal; 你好嗎 how are you; 怎麼樣 how's it going; 最近好嗎 are you doing good recently; 很好 very good; 你呢 and you?</p> <p>Asking name: 您貴姓 what is your last name/formal; 你叫什麼名字 what is your name; 我叫 I am called; 我姓 my last name is</p> <p>Asking age: 你多大 how old are you from the elder; 你幾歲 how old are you; 我...歲 I am ..years old</p> <p>Asking about family: 你家有幾個人 how many people are there in the family; 你家有誰 who are your family members; 你有没有兄弟姊妹 do you have siblings?</p> <p>Courtesies: 謝謝 thanks; 不客氣 you are welcome; 對不起 sorry; 沒關係 that's alright; 請問 excuse me; 我來介紹 let me introduce; 請坐 please be seated</p>	<p>Essential to know:</p> <ul style="list-style-type: none"> • Forms of address: 先生 Mr.; 太太 Mrs.; 老師 Mr./Mrs.- to teachers; 小姐 Miss • Family members: 爺爺 dad's dad; 奶奶 dad's mom; 外公 mom's dad; 外婆 mom's mom; 爸爸 dad; 媽媽 mom; 哥哥 older brother; 姐姐 older sister; 弟弟 younger brother; 妹妹 younger sister, 兄弟姐妹 siblings • Question words: 什麼 what; 誰 who; 幾 how many; 為什麼 why; 什麼時候 when; 還是 or • Personal introduction: 你好, 我叫 ...我...歲. 我家有四個人. 我家有爸爸媽媽哥哥和我 Hello, my name is..I am ...years old. There are four people in my family. I They are dad, mom, older brother and me. • Nationalities and languages: 中國 China; 美國 U.S.A; 中文 Chinese; 英文 English; • Flags 中國國旗 Chinese flag; 美國國旗 American flag • Numbers: 零到九十九 zero to ninety nine 	<ul style="list-style-type: none"> • Venn diagram on poster paper • Passages for interpretive task from www.chinesepod.com <ol style="list-style-type: none"> 1. Newbie-Intro 2. What's your name? 3. Newbie-formal introduction • Comprehension task response paper (See Appendix 1) • Student made masks that can be worn for presentations • Two bags with finger puppets representing teachers, parents, school staff, or students from China

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Description of sample lessons and formative assessments for <i>beginning, middle, and end</i> to teach the unit	
<p>Beginning</p> <p>Review:</p> <ul style="list-style-type: none"> • Introductions and good-byes; • Names and ages/numbers; • Questions, i.e. Where do you live? <p>Introduce: Culturally appropriate address for different registers</p>	<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. • Act out an introduction to a celebrity, the president, the principal • Tell a TPR Story that students act out with various “identities” and appropriate greetings <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Survey the classmates on basic information, i.e., birthdays, and create charts <p>Formative assessment:</p> <ul style="list-style-type: none"> • Personalized questions and answers <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • New vocabulary written in characters posed on the wall • Students are asked to copy the characters in the notebooks • Flash cards are created • Match or create sentences using the flash cards <p>Summative assessment:</p> <ul style="list-style-type: none"> • Do interpretive performance assessment task when students are ready.

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<p>Middle</p> <ul style="list-style-type: none"> • Learn characters for greetings, family members, nationalities – Chinese, American 	<p>Transition and maintain students’ interest in the topic.</p> <p>Key elements of the lessons</p> <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Inside/outside circle; greet, ask and answer questions about each other: <p>Sample formative assessments:</p> <ul style="list-style-type: none"> • Prepare a draft of a skit on greetings and self-introductions • Peer review and peer editing • Make a family album, with drawings of family members, their names and ages in Chinese. Use this to practice introductions. <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • Write out some learned expressions used for a skit • Practice writing characters in groups <p>Do presentational performance assessment task when students are ready.</p>
<p>End</p>	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none"> • “Who is in our community? How can we get to know others?” <p>Do interpersonal performance assessment task when students are ready.</p>

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Appendix 1: Comprehension Task Sheet for Interpretive Task:

Name: _____

Listen to the passage and answer the questions:

	What is the person(s) talking about?	Who could the first (or only) person be talking to?	Who could the second person be talking to?
Passage 1: Check all that apply	<ul style="list-style-type: none"> <input type="radio"/> Name <input type="radio"/> Age <input type="radio"/> Greeting <input type="radio"/> How are you 	<ul style="list-style-type: none"> <input type="radio"/> A stranger <input type="radio"/> A friend <input type="radio"/> A parent <input type="radio"/> A teacher <input type="radio"/> A job interviewer 	<ul style="list-style-type: none"> <input type="radio"/> A stranger <input type="radio"/> A friend <input type="radio"/> A parent <input type="radio"/> A teacher <input type="radio"/> A job interviewer
Passage 2: Check all that apply	<ul style="list-style-type: none"> <input type="radio"/> Name <input type="radio"/> Age <input type="radio"/> Greeting <input type="radio"/> How are you 	<ul style="list-style-type: none"> <input type="radio"/> A stranger <input type="radio"/> A friend <input type="radio"/> A parent <input type="radio"/> A teacher <input type="radio"/> A job interviewer 	<ul style="list-style-type: none"> <input type="radio"/> A stranger <input type="radio"/> A friend <input type="radio"/> A parent <input type="radio"/> A teacher <input type="radio"/> A job interviewer
Passage 3: Check all that apply	<ul style="list-style-type: none"> <input type="radio"/> Name <input type="radio"/> Age <input type="radio"/> Greeting <input type="radio"/> How are you 	<ul style="list-style-type: none"> <input type="radio"/> A stranger <input type="radio"/> A friend <input type="radio"/> A parent <input type="radio"/> A teacher <input type="radio"/> A job interviewer 	<ul style="list-style-type: none"> <input type="radio"/> A stranger <input type="radio"/> A friend <input type="radio"/> A parent <input type="radio"/> A teacher <input type="radio"/> A job interviewer

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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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