

Heroes 我的英雄
Integrated Performance Assessment
Chinese, Level 2, Northeast Middle School, Year-End

Theme: Heroes

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.
- Heroes represent the values and perspectives of a cultural community.

Important questions:

- What do different cultures admire in their heroes?
- Whom do I admire and respect?
- What characteristics do I look for in my hero?
- Why do I want to be like her or him?

Learning Targets

Students can:

- Understand some characteristics and personal traits of a person or an animal. (Interpretive)
- Describe and give information about a character. (Presentational)
- Ask and answer questions each other about their heroes. (Interpersonal)

Heroes 我的英雄
 Integrated Performance Assessment
 Chinese, Level 2, Northeast Middle School, Year-End

Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> • Read the descriptions of the zodiac animals and other legendary and/or famous characters and match to the correct animals or characters.
	Presentational task
	<ul style="list-style-type: none"> • Write a short book that describes someone you admire.
Culture	Interpersonal task
	<ul style="list-style-type: none"> • Compare and contrast your hero with a partner through asking simple questions to identify similarities and differences of your heroes using a Venn diagram.
Connections	<ul style="list-style-type: none"> • Legend of Mulan • Martial arts, i.e., Kung-Fu, Tai Chi, • Confucius • Twelve zodiac animals and characteristics
Comparisons	<ul style="list-style-type: none"> • Physical and mental well-being • Physical Education
Communities	<ul style="list-style-type: none"> • Ways people maintain health in China and the U.S. • Famous people or characters
	<ul style="list-style-type: none"> • Integrate healthy ways of living, both mentally and physically • Share learning with family members and friends

Heroes 我的英雄
 Integrated Performance Assessment
 Chinese, Level 2, Northeast Middle School, Year-End

Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Twelve zodiac animals: mouse, cow, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, boar • Adjectives: strong, kind, patient, brave, lazy, slow, fast, loud, quiet • Physical features: tall, short, small, big, long tail, long ears, beautiful, ugly, fat, slim • Body parts: face, hair, eyes, nose, mouth, hand, finger, chest, stomach, leg, feet, toe • Verbs: run, play sports, , walk, listen, see, say, help, jump, fly 	<p>Read the descriptions of the zodiac animals and other legendary (Monkey King) and/or famous characters (<i>Mulan</i>) and match the description with the correct animals or characters.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. You will be provided with some descriptions of zodiac animals, legendary characters, or famous person. 2. Match the description to the correct animal, character, or famous person.

Heroes 我的英雄
 Integrated Performance Assessment
 Chinese, Level 2, Northeast Middle School, Year-End

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"> • A was born in... • Describing physical characteristics and personal traits • Giving reasons. 	<p>Write a short book that describes someone you admire.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Prepare a draft of a story for a short book about someone you admire. Include the following information. 2. Exchange your draft with a partner and do peer editing. 3. Revise your draft based on your peer feedback. 4. Practice reading your book. 5. Things to include in your story: <ul style="list-style-type: none"> ○ Where and when he/she was born, if known. ○ Where he/she lives, and who he/ she lives with. ○ Physical characteristics, i.e., tall, has big eyes, has short hairs ○ Personal traits, i.e., strong, kind, ○ Activity that he/she likes or does, i.e., He runs fast. She helps people. She likes dancing. ○ The reason you admire him or her.

Heroes 我的英雄
 Integrated Performance Assessment
 Chinese, Level 2, Northeast Middle School, Year-End

Communication: Interpersonal	Performance Assessment Task 3
Students have learned and practiced all of the above vocabulary, plus: <ul style="list-style-type: none"> • Asking and answering questions about heroes, i.e., Is he tall? Where was he born? Who does he live with? 	Compare and contrast your hero and your partner's hero by asking simple questions to identify similarities and differences and fill a Venn diagram on your heroes. Task directions for students: <ol style="list-style-type: none"> 1. Partner with a classmate. 2. Ask and answer questions about each other's heroes that you wrote about in the book to identify similarities and differences of the heroes. 3. Together, fill in a Venn diagram to compare your heroes.

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.

Heroes 我的英雄
Integrated Performance Assessment
Chinese, Level 2, Northeast Middle School, Year-End

Language components and teaching resources			
Language Functions	Key Structures	Key Vocabulary	Materials/Resources
<ul style="list-style-type: none"> • Describe a character or an animal using adjectives and tell personal traits orally and in a written form. • Give basic information about someone familiar. • Answer to a “why” question. I.e., “Why do you admire Jackie Cheng?” “Because he can do Kung fu and is strong.” • Compare and contrast personal traits. 	<ul style="list-style-type: none"> • A 很強壯/不強壯 A is/is not strong. • 我在 1933 年出生 I was born in 1993. • 我屬...My zodiac is... • 我崇拜... 因為...I admire... because... • 誰是你的偶像/英雄? Who is your hero? • 為什麼你崇拜他/她? Why do you admire him/her? • A 很高但 B 很矮 A is , but B is small. • A 和 B 都很高 Both A and B is strong. 	<p>Essential to know:</p> <ul style="list-style-type: none"> • 12 zodiac animals: 鼠 mouse; 牛 cow; 虎 tiger; 兔 rabbit; 龍 dragon; 蛇 snake; 馬 horse; 羊 sheep; 猴 monkey; 雞 rooster; 狗 dog; 豬 boar • Adjectives: 強壯 strong; 膽小 timid; 善良 kind; 耐心 patient; 勇敢 brave; 懶惰 lazy; 慢 slow; 快 fast; 吵 loud; 安靜 quiet; 勤奮 diligent; 溫順 tender; 好動 energetic; 聰明 smart; 乾淨 clean • Physical features: 高 tall; 矮 short; 小 small; 大 big; 長尾巴 long tail; 長耳朵 long ears; 漂亮 beautiful; 醜 ugly; 胖 fat; 瘦 slim • Body parts: face 臉; hair 臉; eyes 眼睛; nose 鼻子; mouth 嘴巴; hand 手; finger 手指; chest 胸部; stomach 肚子; leg 大腿; feet 腳; toe 腳趾 • Verbs: 跑 run; 運動 play sports; 走 walk; 聽 listen; 看 see; 說 say; 幫 help; 跳 jump; 飛 fly <p>Nice to know:</p> <ul style="list-style-type: none"> • 中國 China; 美國 U.S.A; 英國 England ; 德國 Germany; 法國 France; 墨西哥 Mexico; 台灣 Taiwan; 日本 Japan • 會 Can/不會 can not 	<ul style="list-style-type: none"> • iPad application, A story of Mulan, 花木蘭 – 動畫 故事書 http://itunes.apple.com/ke/app/hua-mu-lan-dong-hua-gu-shi/id415076395?mt=8 • iPad application, A journey to West, 四大名著兒童版—西遊記 http://itunes.apple.com/ke/app/si-da-ming-zhe-r-tong-ban/id393090645?mt=8 • 12 Zodiac characters: http://www.youtube.com/watch?v=xCYcL_BQn-4 • Story of Mulan (See Appendix 1) • Transcript for interpretive task and worksheet (See Appendix 2)

Heroes 我的英雄
 Integrated Performance Assessment
 Chinese, Level 2, Northeast Middle School, Year-End

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"> • Character traits • Adjectives • Action verbs, i.e., things people do to make a difference • Body parts 	<p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Four corners- Each corner has a label that says “Legendary Heroes,” “Character heroes from cartoons, animations, and movies” “Heroes that lived as a human,” and “Heroes that are alive.” Divide the class into 4 groups and each group rotate the corners and list the names of heroes in each category as many as they can think of as a group. This can be done in English. • After all the groups had a chance to add names into an each category, someone will read all the names out loud. Teacher will write each name in Chinese on a board. If there are too many names listed in a category, class votes for top 5 -10 heroes in each category. This can be done by raising hands. • At the end, teacher asks “What’s common among all these heroes?” A small group of students will come up a list of common things among those heroes, and write it in Chinese. Groups share their list. Teacher writes down in a large sheet of paper. <p>Key elements of lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • Four corner activity above serves as a way for students to review the vocabulary of personality traits. • Use questioning techniques on the names of the heroes to reinforce some of the vocabulary • Use Personalized Questions and Answers <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Students ask each other which hero they like <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Comprehension checks on the vocabulary <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Students practice writing learned vocabulary <p>Summative assessment:</p> <ul style="list-style-type: none"> • Do interpretive performance assessment task when students are ready.

Heroes 我的英雄
 Integrated Performance Assessment
 Chinese, Level 2, Northeast Middle School, Year-End

<p style="text-align: center;">Middle</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • 12 zodiac animals • Describe personal traits • Give reasons • Express admiration • Exchange information about what people do 	<p>Transition and maintain students' interest in the topic.</p> <ul style="list-style-type: none"> • Display the sheet of characters/personality traits students came up with about the heroes. • Ask students what kind of characters from the list they possess. • Introduce 12 animal zodiac and tell students that each animal is represented with some characteristics and student find their own zodiac and characteristics <p>Key elements of the lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • Personalized Questions and Answers on 12 zodiacs and personal traits <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Play “Guess Who” game with a partner- one student thinks of one zodiac animal; other student asks questions about it and guesses which animal that is. Take turns. • Ask each other which zodiac animal they like and state the reasons. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> • Students write characteristic of each zodiac animal in Chinese • Rough draft of a book about someone whom they admire (Presentational task) <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • Write a short paragraph about a family member or a friend and their zodiac signs and personalities <p>Summative assessment:</p> <ul style="list-style-type: none"> • Do presentational performance assessment task when students are ready.
---	---

Heroes 我的英雄
Integrated Performance Assessment
Chinese, Level 2, Northeast Middle School, Year-End

<p>End</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none">Asking and answering questions about heroes, i.e., Is he tall? Where was he born? Who does he live with?	<p>Wrap up the unit and revisit and answer the important questions.</p> <p>Practice interpersonal and presentational communication:</p> <ul style="list-style-type: none">Read the book in a small groupStudents ask each other questions about the hero <p>Samples of formative assessment:</p> <ul style="list-style-type: none">Teacher monitors student language use during the group activity described above. <p>Summative assessment:</p> <ul style="list-style-type: none">Do interpersonal performance assessment task when students are ready.
--	--

Heroes 我的英雄
Integrated Performance Assessment
Chinese, Level 2, Northeast Middle School, Year-End

Appendix 1: Teacher Created Mulan Story:

木蘭的傳說 Mu4lan2 de Chuan2Shuo1



木蘭 是 一 個 女 孩 子
Mu4lan2 Shi4 YiGe Nu3Hai2Zi。

木蘭 十 八 歲
Mu4lan2 Shi2 Ba1 Sui4。

木蘭 是 中 國 人
Mu4lan2 shi4 Zhong1 Guo2 Ren2。

Appendix 2: Transcript for interpretive task:

1. 這個生肖有粉紅色的身體, 牠不乾淨, 牠愛吃愛睡覺, 人們說牠很懶惰
This zodiac has pink body. It is not clean. It loves to eat and sleep. People say it is lazy.
2. 這個生肖的身體是金色和黑色, 牠跑很快, 牠很勇敢
This zodiac has golden and black body. It runs fast. It is strong.
3. 這個生肖有咖啡色的身體, 大大的眼睛, 牠很勤奮
This zodiac has brown body and big eyes. It is diligent.
4. 這個生肖有白色的身體, 長長的耳朵, 牠跳很快
This zodiac has white body and long ears. It jumps fast.
5. 這個生肖很聰明, 是人們的好朋友
This zodiac is smart. It is people's good friend.
6. 這個生肖有長長的的尾巴, 他很好動
This zodiac has long tail. It is energetic.

Answers: 1. 豬 boar, 2. 虎 tiger, 3. 牛 ox, 4. 兔 rabbit, 5. 狗 dog, 6. 猴 monkey

Heroes 我的英雄
Integrated Performance Assessment
Chinese, Level 2, Northeast Middle School, Year-End

Interpretive Worksheet

Listen to the descriptions of the following Zodiac animals and match with numbers in order.



Heroes 我的英雄
 Integrated Performance Assessment
 Chinese, Level 2, Northeast Middle School, Year-End

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

2011. Donna Clementi, HUTEF, STARTALK,