

***Fashion* 我最時尚**
Integrated Performance Assessment
Chinese, Level 3, Northeast Middle School, Year End

Theme: Fashion

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.
- Culture shapes what we do, what we make, and how we think.

Important questions:

- How is what I wear influenced by my culture?
- How do our choices of clothing reflect our cultural perspectives?

Learning Targets

Students can:

- Understand descriptions of clothing items and accessories. (Interpretive)
- Write a script and present a fashion show. (Presentational)
- Express desires for clothing items and accessories. (Interpersonal)
- Bargain for a lower price and make a purchase using Chinese currency.(Interpersonal)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> Match verbal descriptions of four models with the correct pictures and draw a picture of a clothing item or accessory that the model says she/he wants to buy.
	Presentational task
	<ul style="list-style-type: none"> Present a fashion show in which they alternate playing the role of designer or model with a partner. The “designer” describes the clothing on the “model.”
	Interpersonal task
	<ul style="list-style-type: none"> Role-play purchasing clothing using Chinese currency and bargaining for a lower price in a shop.
Culture	<ul style="list-style-type: none"> Shopping and bargaining Markets and shops Currency and exchange rates
Connections	<ul style="list-style-type: none"> Mathematics: numbers, converting currency Arts and design Technology integration
Comparisons	<ul style="list-style-type: none"> Chinese fashion vs. American fashion Dress codes in schools and social events Fashion and traditional clothing and accessories, Shops, markets, purchasing protocols
Communities	<ul style="list-style-type: none"> Go shopping at a local Asian market or store and try bargaining.

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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Vocabulary for clothing and accessories • Colors • Adjectives to describe clothing items and outfits • Expressing desires • Expressing likes and dislikes • Clothing and accessories • Weather/Seasons 	<p>Match verbal descriptions of four models with the correct pictures and draw a picture of a clothing item or accessory that the model says she/he wants to buy.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Look at the four models in the pictures. 2. Listen to verbal descriptions of the models and match them with the correct pictures. 3. In the description, each model says something that she/she would like to have, such as an accessory or another item of clothing. 4. Draw a picture of the additional item.

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"> • Describing clothing • Currency • Counting and measuring clothing items 	<p>Present a fashion show in which they alternate the roles of model and designer with a partner. The class audience plays the role of retail purchasers who choose and rank the top three “designers” in the fashion shows presented.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. You and your partner write and present a fashion show. You alternate the roles of designer, who describes the clothing, and the “model” who shows the outfit. Include the following clothing and accessory items in your fashion show: <ul style="list-style-type: none"> ○ At least three items of clothing, including a top and bottom, or a dress. ○ At least 1 accessory item to use 穿 and 戴 ○ Shoes ○ Describe each clothing item using at least three adjectives ○ Give the price of each item in Chinese currency ○ Use Chinese counting words for each clothing article 2. Your class audience will play the “buyers” of a clothes retailer. Make your fashion show appealing in order to sell as many clothing and accessory items as possible to your audience. The top three designers will be announced!

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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"> • Expressing desires for clothes and accessory items • Bargaining for a lower price • Exchanging appropriate pleasantries at a store 	<p>Bargain for a lower price for clothing or accessory items and make a purchase using Chinese currency.</p> <p>Task directions for students:</p> <ol style="list-style-type: none"> 1. Two students will be called on randomly and draw a stick which will determine which role they will play – a store clerk or a buyer. 2. The teacher sets up a “store” with clothing and accessory items with price tags on each item. 3. The buyer tries to get as many clothing items as possible with the amount of money amount given by the teacher. 4. The store clerk bargains with the buyer, and decides when to sell the item at what price.

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"> • Ask and answer basic questions about clothes and accessories • Express desire for shopping clothes and accessory items • Count clothing items with appropriate measure words • Count Chinese currency • Bargain for a lower price • Exchange appropriate pleasantries at a store • Describe outfits 	<ul style="list-style-type: none"> • a red short sleeve shirt 紅色的短袖上衣 • How much is this <u>dress</u>? 這件洋裝多少錢? • That's too expensive. 太貴了 That's a good deal! 太便宜了! • How about -----? \$... 好嗎? • What would you like? 你想要什麼? • Do you have...in the store? 有沒有...? 	<p>Essential to know:</p> <ul style="list-style-type: none"> • Clothing items: 上衣 top; 褲子 pants; 外套 jacket...etc. • Accessory items: 帽子 hat; 手錶 watch; 眼鏡 glasses • Monetary terms: 元 dollar; 毛 dime; 分 cent • Shopping phrases: 好貴 too expensive; ... 多少錢 how much is...; 好便宜 good deal • Pleasantries: 歡迎光臨 welcome; 謝謝光臨 thank you for your business; 歡迎再來 please come again • Measure words: 一件 for clothes, 一條 for belt, pants, necklace ; 一雙 a pair • Verbs for "to put on": 穿 for clothes; 戴 for accessory items • Adjectives: 長 long; 短 short; 大 big; 小 small; 顏色 colors <p>Nice to know:</p> <ul style="list-style-type: none"> • Accessory items: 墨鏡 sun glasses; 項鍊 necklace; 耳環 earring; 鍊子 chains; 皮帶 belt; 手套 glove; • Clothes items: 緊身褲 lagging; 皮衣/皮夾克 leather jackets; 靴子 boots; 拖鞋 flip flops; 運動衫 sweatshirt • Handbags: 皮夾 wallet ; 書包 backpack • Sizes: 小號 small; 中號 medium; 大號 large; 特大號 extra large • Adverb: 有點 a little bit; 好 so...; 太 too... • Markets and stores: 菜市場 Farmers' market; 夜市 night market; 超級市場 supermarket/ grocery store; 百貨公司 Department store 	<ul style="list-style-type: none"> • Taiwanese online shopping site http://tw.bid.yahoo.com/ • Chinese online shopping http://www.taobao.com/index_tw.php • Currency convertor: http://tw.money.yahoo.com/currency_exc_result?amt=1&from=USD&to=TWD • Taiwanese fashion magazine Girl: http://www.books.com.tw/exep/prod/magazine/mag_retail.php?item=R030035585 • Growing up with Chinese video Shopping Lesson: http://english.cntv.cn/program/learnchinese/20110104/104498.shtml • Interpretive worksheet (See Appendix 1)

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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"> • Clothing items, • Accessory items • Adjectives • Verbs for “to put on” for clothing items and accessory items- 	<p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Introduce with essential, important questions. <ul style="list-style-type: none"> ○ How do you decide what to wear? ○ Should people be judged by how they look? <p>Key elements of lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • TPR - students bring clothing and accessory items and follow commands (i.e. Put on a pair of pants. Wear sunglasses.); use humorous, bizarre commands (i.e. “Wear” a skirt on your head.) • Game i.e. identify a classmate which the teacher is describing on what he or she is wearing <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Information gap – Student A has a sheet that has a photo of a person; Student B has a same sheet but the photo has no color. Ask questions each other so student B can color the clothes of the person. <p>Formative assessment examples:</p> <ul style="list-style-type: none"> • Respond to visuals - yes/no; choice (is it X or Y?; who, what, where, when?) • 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%; • Use TPR commands as comprehensions checks, watch students’ responses and reinforce with comprehensible input. <p>Teach reading and writing:</p> <ul style="list-style-type: none"> • Show the characters when the vocabulary is introduced orally • Practice character recognition of limited number of key vocabulary. Post where it can be seen in the room for quick reference. • 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.

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<p style="text-align: center;">Middle</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Describe what people wear • Currency • Counting clothing items with appropriate measure words 	<p>Transition and maintain students' interest in the topic.</p> <ul style="list-style-type: none"> • What kind of clothes do you like? • How did you decide what to wear this morning? <p>Key elements of the lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • TPR using clothing items. i.e., Point to someone who is wearing a red shirt. Point to someone who is wearing a pair of black jeans, etc. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Information gap activity with two pictures of people. The each person is wearing somewhat different clothes from the other. Students ask questions to find differences. (i.e. Is she wearing a red shirt?) Students can fill in the Venn diagram to show the differences and what clothing are the same. <p>Formative assessments:</p> <ul style="list-style-type: none"> • Describe an imaginary friend/a stuffed animal on what kind of cloth she or he is wearing, and others draw according to the description. • Tell a story of someone who went shopping for clothes and describe what she bought. (TPRS) <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • 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. <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Do interpretive and interpersonal performance assessment tasks when students are ready.
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<p style="text-align: center;">End</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none"> ● Expressing desires for clothes and accessory items ● Bargaining for a lower price ● Exchanging appropriate pleasantries at a store 	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none"> ● Discuss cultural similarities and differences in fashion between China and the US. ● How do you decide which clothes to buy at the store? <p>Key elements of the lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> ● Expressions to use at a store ● Expressions for bargaining <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> ● Information gap activity: Each student will draw 5 clothing and accessory items that they imaginary shopped. Then, student ask questions each other to find out items that are the same or different. ● Information gap activity: Similar to the above except this time items have price tags. Students ask questions each other to find out the price of the each item that they imaginary shopped. <p>Samples of formative assessment:</p> <ul style="list-style-type: none"> ● Mock market with paper currency: Each student draws their own store on a construction paper with prices. The store can be anything, i.e., grocery store, shoe store, furniture store, etc. Each student also will be given budget to spend at a store and practice bargaining. <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> ● Game- Groups of students compete for how quickly they can write some key vocabulary from the unit. <p>Summative assessment:</p> <ul style="list-style-type: none"> ● Do presentational assessment task when students are ready.
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Appendix 1: Interpretive task work Sheet:

Listen to the descriptions of the four models carefully. Each description is numbered such as Model 1, 2, 3, & 4. You need to number the models below to match the correct description, and draw clothing or accessory items that he or she wants.



Model # _____



Model # _____

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Model # _____



Model # _____

Transcripts for the descriptions of the models:

1. 我叫明, 我今年二十五歲, 我是台灣人, 我穿藍色的牛仔褲, 黑色的襯衫, 灰色的外套, 我想買一頂白色的帽子
2. 我叫小英, 我今年十九歲, 我是大學生. 我穿黑色的毛衣, 灰色的短裙, 黑色的靴子, 我想買紅色的圍巾
3. 我叫梅, 我今年二十八歲, 我很漂亮, 我穿黃色的洋裝, 我想買咖啡色的毛衣
4. 我是強強, 我今年十六歲, 我上東北高中, 我戴黑色的眼鏡, 白色的手錶, 白色的鞋子, 我想買黃色的短褲

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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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