

# Chinese

## *Language and Culture Nine-year Program*

### **Classroom Assessment Materials**

Grade 6

*2010*



ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Curriculum Sector: Arts, Communications and Citizenship.  
Chinese language and culture nine-year program : grade 6 classroom assessment materials.

Series: International languages.  
ISBN 978-0-7785-9069-9

1. Chinese language – Study and teaching (Elementary) – Alberta.
  2. Education – Alberta – Curricula.
  3. Chinese language – Outlines, syllabi, etc. – Alberta. I. Title.
- II. Series: International languages.

PL1118 A333 C441 2010

495.1

For further information, contact:

Alberta Education  
Curriculum Sector: Arts, Communications and  
Citizenship  
8th Floor, 44 Capital Boulevard  
10044 – 108 Street NW  
Edmonton, Alberta T5J 5E6  
Telephone: 780-427-2984 in Edmonton or  
toll-free in Alberta by dialling 310-0000  
Fax: 780-422-0576



This resource is available on the Alberta  
Education Web site at  
<http://education.alberta.ca/teachers/program/interlang/assessment.aspx>.

The primary audience for this resource is:

Teachers	✓
Administrators	
Students	
Parents	

Copyright © 2010, the Crown in Right of Alberta, as represented by the Minister of Education.  
Alberta Education, Curriculum Sector: Arts, Communications and Citizenship, 44 Capital Boulevard,  
10044 – 108 Street NW, Edmonton, Alberta, Canada, T5J 5E6.

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Permission is given by the copyright owner to reproduce this resource for educational purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Education does not own copyright.



## Acknowledgements

Alberta Education gratefully acknowledges Edmonton School District No. 7 for writing contributions and language validation over the course of the development of the *Chinese Language and Culture Nine-year Program Classroom Assessment Materials, Grade 6*.

The former Learning and Teaching Resources Branch staff involved in the development, production and distribution of this guide includes:

Joan Engel	Acting Director
Greg Bishop	Assistant Director, Resource Development
Alan Chouinard	Assessment Manager, International Languages
Shauna Ewen	Curriculum Manager
Xin-Xin Fang	Special Advisor, Chinese Language and Culture
Wai-Ling Lennon	Resource Manager, International Languages
Kim Blevins	Document Production Coordinator
Jackie Mosdell	Editor
Lee Harper	Desktop Publishing
Dianne Moyer	Desktop Publishing
Liliya Pantelyuk	Desktop Publishing
Esther Yong	Desktop Publishing
Sandra Mukai	Copyright



## Table of Contents

Purpose .....	1
About the Assessment Materials .....	1
How and When to Use the Assessment Materials .....	2
Principles of Effective Classroom Assessment .....	3
Time Capsule .....	5
• A-1.1 share factual information	
• A-2.1 share ideas, thoughts, opinions, preferences	
• A-6.3 personal enjoyment	
Junior High School Visit .....	10
• A-2.1 share ideas, thoughts, opinions, preferences	
• A-4.1 manage personal relationships	
Poetry Day .....	15
• A-2.1 share ideas, thoughts, opinions, preferences	
• A-6.2 creative/aesthetic purposes	
Privileges and Responsibilities .....	21
• A-2.1 share ideas, thoughts, opinions, preferences	
• A-3.2 state personal actions	
Asking about Feelings .....	26
• A-2.2 share emotions, feelings	
Daily Physical Activity .....	31
• A-3.1 guide actions of others	
• A-3.3 manage group actions	
• A-6.1 humour/fun	
Check Your Calendar .....	37
• A-3.2 state personal actions	
• A-4.1 manage personal relationships	
Year-end Celebration .....	42
• A-3.3 manage group actions	
Volunteer Appreciation .....	47
• A-5.1 discover and explore	
• A-5.2 gather and organize information	
Where We Live .....	52
• A-5.2 gather and organize information	

Resolving Classroom Conflicts .....	57
• A–5.3 solve problems	
• A–5.4 explore opinions and values	
Lunch-hour Intramurals .....	62
• A–5.4 explore opinions and values	
Twin Cities .....	67
• GC–1.1 accessing/analyzing cultural knowledge	
• GC–2.3 awareness of own culture	
• GC–3.1 Chinese language and culture	
Getting Ready for an E-pal .....	72
• GC–1.1 accessing/analyzing cultural knowledge	
• GC–1.2 knowledge of Chinese culture	
• GC–1.5 valuing Chinese culture	
Good Hosts .....	77
• GC–1.3 applying cultural knowledge	
• GC–1.5 valuing Chinese culture	
Generation Gap .....	82
• GC–1.4 diversity within Chinese culture	
• GC–2.3 awareness of own culture	
Pick a Word .....	87
• GC–2.1 awareness of first language	
• GC–2.2 general language knowledge	
Who Are We? .....	92
• GC–2.4 general cultural knowledge	
• GC–2.5 valuing diversity	
• GC–2.6 intercultural skills	
Exchange Application .....	97
• GC–2.4 general cultural knowledge	
• GC–3.2 cultural and linguistic diversity	
A Different Perspective .....	102
• GC–2.5 valuing diversity	
• GC–2.6 intercultural skills	
Chamber of Commerce .....	107
• GC–2.6 intercultural skills	
• GC–3.1 Chinese language and culture	

# Classroom Assessment Materials

## Grade 6

### Chinese Language and Culture

#### Purpose

This document is designed to provide assessment materials for specific Grade 6 outcomes in the Chinese Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 6 learning outcomes from the Chinese Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 6.

#### About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 6 outcomes from the *Applications* and *Global Citizenship* components in the Chinese Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

#### Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

**Assessment for learning**, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

**Assessment of learning**, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

## How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.
- Teachers are encouraged to provide Hanyu pinyin symbols, along with the Chinese characters, to support students' learning of pronunciation.

### Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

## Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

“The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts.”<sup>1</sup> When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

---

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart<sup>2</sup> clarifies the differences between assessment of learning and assessment for learning.

Assessment <b>for</b> Learning ( <b>formative</b> assessment)	Assessment <b>of</b> Learning ( <b>summative</b> assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

## 时光宝盒 / Time Capsule

### Student's Performance Task Description

Our province celebrated its 100<sup>th</sup> birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Chinese class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

Principal Outcomes	
<i>A-1 To receive and impart information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> a. describe people, places, things and series of sequences of events or actions
<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> b. record and share thoughts and ideas with others
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.3 personal enjoyment</b> a. use the language for personal enjoyment
Supporting Outcomes	
<i>LC-3 Interpret and produce written and visual texts</i>	<input type="checkbox"/> <b>LC-3.2 written production</b> a. produce short, simple written texts in guided situations  <input type="checkbox"/> <b>LC-3.4 representing</b> a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

### Materials

- Magazines, clip art, pencil crayons, paints, fabric and other craft materials

### Alternative Assessment Task

Create a celebrity collage. Choose a famous person and write some information about them. Find and/or draw pictures to enhance your writing. Display your collage in the classroom.

## 时光宝盒 / Time Capsule

### Performance Task Description

Our province celebrated its 100<sup>th</sup> birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Chinese class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

### Instructions

1. Working with your classmates and your teacher, create sentence starters to help you write about yourself. Include ideas to help describe yourself and your thoughts about different topics.

#### Sample phrases

- 我的名字是 \_\_\_\_\_。
  - 今年我 \_\_\_\_\_ 岁。
  - 我住在 \_\_\_\_\_。
  - 我喜欢 \_\_\_\_\_。
  - 我家有 \_\_\_\_\_。
  - 长大以后, 我想 \_\_\_\_\_。
  - 我最喜欢的活动是 \_\_\_\_\_。
2. Using the sentence starters, write several sentences about yourself.
  3. When you have finished your writing, enhance it with drawings, pictures or arts and crafts materials that you think will help communicate who you are.
  4. Share your work with your classmates before submitting it to your teacher for the time capsule.

- Evaluation Tools**
- Peer Assessment
  - Self-assessment
  - Rubric

## 时光宝盒 / Time Capsule: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

日期: \_\_\_\_\_

**标准: you described yourself and shared your ideas**

亲爱的 \_\_\_\_\_,  
在你的时光宝盒信息中, 我注意到 ...

姓名 \_\_\_\_\_

日期: \_\_\_\_\_

**标准: you described yourself and shared your ideas**

亲爱的 \_\_\_\_\_,  
在你的时光宝盒信息中, 我注意到 ...

姓名 \_\_\_\_\_



日期: \_\_\_\_\_

**标准: you described yourself and shared your ideas**

亲爱的 \_\_\_\_\_,  
在你的时光宝盒信息中, 我注意到 ...

姓名 \_\_\_\_\_

日期: \_\_\_\_\_

**标准: you described yourself and shared your ideas**

亲爱的 \_\_\_\_\_,  
在你的时光宝盒信息中, 我注意到 ...

姓名 \_\_\_\_\_



时光宝盒 / Time Capsule: Self-assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

A-1.1a, A-2.1b

When I wrote information about myself and my ideas for my time capsule, I noticed ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

LC-3.2a, LC-3.4a

Using pictures or other materials to support my writing was \_\_\_\_\_ (interesting/fun/difficult) because ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

A-6.3a

What I enjoyed most about working on my time capsule was ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

时光宝盒 / Time Capsule: Rubric

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

水平 学生 ...	优秀	很好	一般	有限	缺欠
<b>A-1.1a</b> • <b>describes himself or herself</b>	describes himself or herself with <b>precise</b> and <b>pertinent</b> details	describes himself or herself with <b>specific</b> and <b>appropriate</b> details	describes himself or herself with <b>simplistic</b> and <b>related</b> details	describes himself or herself with <b>vague</b> and/or <b>irrelevant</b> details	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>A-2.1b</b> • <b>shares thoughts and ideas</b>	shares <b>detailed</b> thoughts and ideas	shares <b>specific</b> thoughts and ideas	shares <b>general</b> thoughts and ideas	shares <b>superficial</b> thoughts and ideas	
<b>LC-3.2a, LC-3.4a</b> • <b>uses visual elements to express meaning</b>	uses <b>compelled</b> visual elements to express meaning	uses <b>imaginative</b> visual elements to express meaning	uses <b>simplistic</b> visual elements to express meaning	uses visual elements that <b>do little</b> to express meaning	

## 参观初中 / Junior High School Visit

### Student's Performance Task Description

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

### Principal Outcomes

<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> a. inquire about and express likes and dislikes b. record and share thoughts and ideas with others
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> <b>A-4.1 manage personal relationships</b> a. talk about themselves, and respond to the talk of others by showing attention and interest

### Supporting Outcomes

<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in a simple interactions
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies to enhance language use; e.g., use knowledge of sentence patterns to form new sentences

### Materials

- Sample registration form, Web site or pamphlet from the junior high school that mentions extracurricular activities and clubs

### Alternative Assessment Task

Your teacher will be away one day next week and has asked your Chinese class to suggest activities or games you could play that day. Suggest to a partner one game or activity you enjoy and why you enjoy it. Ask your partner if he or she would be interested in trying your suggested game or activity. Listen to your partner's suggestion and offer your opinion. Write down your ideas for a class game or activity for your teacher.

## 参观初中 / Junior High School Visit

### Performance Task Description

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

### Instructions

1. With your classmates, brainstorm a list of extracurricular activities you think will be offered in the junior high school that you will be attending.
2. Ask your partner about the activities he or she likes or dislikes. Tell your partner about the activities you like and dislike and explain why. Be sure to take notes during your discussion.

#### Sample phrases:

- 我喜欢的运动是 \_\_\_\_\_。
  - 我想参加 \_\_\_\_\_。
  - 你喜欢运动吗?
  - 喜欢/不喜欢。我喜欢唱歌。我会参加合唱团。 你喜欢唱歌吗?
  - 你喜欢下棋吗?
  - 喜欢/不喜欢, 我不喜欢下棋。 我想/我不想参加象棋俱乐部。
  - 我想参加乐队, 因为我喜欢音乐。我会弹/拉 \_\_\_\_\_。你喜欢音乐吗?
3. Use your discussion notes to help you make decisions about the clubs and activities in which you want to participate.

### Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Observation Checklist

## 参观初中 / Junior High School Visit: Self-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是	评语
A-2.1a, A-4.1a, LC-2.3a	<ul style="list-style-type: none"> <li>ask someone else about which activities they like and dislike</li> </ul>				
A-2.1b	<ul style="list-style-type: none"> <li>make notes about the ideas I have shared with others</li> </ul>				
S-2.3a	<ul style="list-style-type: none"> <li>use the sample sentences to create my own sentences</li> </ul>				

## 参观初中 / Junior High School Visit: Peer-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我给 \_\_\_\_\_ 的反馈

我的伙伴会 ...		是	差不多	不是	评语
A-2.1a, A-4.1a, LC-2.3a	<ul style="list-style-type: none"> <li>ask me about which activities I liked and disliked</li> </ul>				
A-2.1b	<ul style="list-style-type: none"> <li>share some ideas with me</li> </ul>				
你做得好的地方是 ...					
给你下一项活动的建议 ...					
我伙伴对我反馈的回答是 ...					

# 参观初中 / Junior High School Visit: Observation Checklist

日期: \_\_\_\_\_

**Criteria: A-2.1a, A-2.1b The student engages in simple interactions about likes and dislikes**

学生	是	不是	评语
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

## 赏诗日 / Poetry Day

### Student's Performance Task Description

Several language arts classes in your school will be holding a Poetry Day. Students will prepare and present their own poetry. Your Chinese class will participate by writing simple poems in Chinese and presenting them at the event. Write your own poem to share with your classmates.

Principal Outcomes	
<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> b. record and share thoughts and ideas with others
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.2 creative/aesthetic purposes</b> a. use the language creatively and for aesthetic purposes
Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.1 phonology</b> b. recognize some of the effects that intonation and stress have in different situations
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.2 oral production</b> a. produce short, simple oral texts in guided situations
<i>S-1 Language learning</i>	<input type="checkbox"/> <b>S-1.2 metacognitive</b> a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., rehearse the language
<b>Materials</b> <ul style="list-style-type: none"> <li>• Templates for different types of poems; e.g., acrostic, cinquain, haiku, diamond, name</li> <li>• Samples of simple poems of personal relevance, in Chinese or English</li> </ul>	

### Alternative Assessment Task

Students choose a poem or simple story they especially enjoy and participate in a choral reading of the poem or story with others. They rehearse and present their work to their classmates.

## 赏诗日 / Poetry Day

### Performance Task Description

Several language arts classes in your school will be holding a Poetry Day. Students will prepare and present their own poetry. Your Chinese class will participate by writing simple poems in Chinese and presenting them at the event. Write your own poem to share with your classmates.

### Instructions

1. With your classmates, read different poems in which the poets share their thoughts and ideas in simple ways.
2. Use your own thoughts and ideas to create a simple poem. You might find it helpful to use some of the formats you saw in the sample poems.
3. Practise reading your poem aloud to others and think about how you can use your voice to best read your poem.
4. Share your poem aloud with your classmates.

### Evaluation Tools

- Self-assessment
- Rating Scale
- Peer Assessment
- Rubric



## 赏诗日 / Poetry Day: Rating Scale

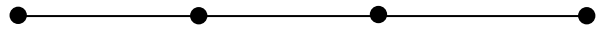
姓名: \_\_\_\_\_

日期: \_\_\_\_\_

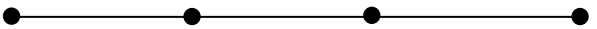
学生 ...

优秀      很好      一般      缺欠

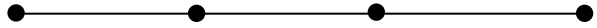
A-2.1b, LC-2.2a • shares some thoughts and ideas



A-6.2a • uses the language creatively



LC-1.1b • uses intonation and stress to read a poem



评语

## 赏诗日 / Poetry Day: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

日期: \_\_\_\_\_

**标准: present a Chinese-language poem  
you have created**

亲爱的 \_\_\_\_\_,  
当你朗诵诗歌时, 我注意到 ...

姓名 \_\_\_\_\_

日期: \_\_\_\_\_

**标准: present a Chinese-language poem  
you have created**

亲爱的 \_\_\_\_\_,  
当你朗诵诗歌时, 我注意到 ...

姓名 \_\_\_\_\_



日期: \_\_\_\_\_

**标准: present a Chinese-language poem  
you have created**

亲爱的 \_\_\_\_\_,  
当你朗诵诗歌时, 我注意到 ...

姓名 \_\_\_\_\_

日期: \_\_\_\_\_

**标准: present a Chinese-language poem  
you have created**

亲爱的 \_\_\_\_\_,  
当你朗诵诗歌时, 我注意到 ...

姓名 \_\_\_\_\_



## 赏诗日 / Poetry Day: Rubric

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

水平 学生 ...	优秀	很好	一般	有限	缺欠
<b>A-2.1b, A-6.2a</b> • <b>shares ideas and preferences through a poem</b>	shares <b>insightful</b> and <b>detailed</b> ideas and preferences in an <input type="checkbox"/>	shares <b>thoughtful</b> and <b>deep</b> ideas and preferences <input type="checkbox"/>	shares <b>simplistic</b> and <b>predictable</b> ideas and preferences <input type="checkbox"/>	shares <b>incomplete</b> and/or <b>superficial</b> ideas and preferences <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>LC-1.1b, LC-2.2a</b> • <b>uses intonation and stress</b>	uses intonation and stress <b>skillfully</b> <input type="checkbox"/>	uses intonation and stress <b>competently</b> <input type="checkbox"/>	uses intonation and stress <b>appropriately</b> and communication is <b>occasionally interrupted</b> <input type="checkbox"/>	uses intonation and stress <b>ineffectively</b> and communication is <b>frequently interrupted</b> <input type="checkbox"/>	<input type="checkbox"/>

## 家庭中权利与责任 / Privileges and Responsibilities

### Student's Performance Task Description

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

Principal Outcomes	
<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> b. record and share thoughts and ideas with others
<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.2 state personal actions</b> b. inquire about and express ability and inability to do something

Supporting Outcomes	
<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.2 text forms</b> a. use some simple text forms in their own productions
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies to enhance language use; e.g., use words visible in the immediate environment

### Materials

- Survey templates
- A chart on which to record information from brainstorming
- A list of vocabulary for responsibilities and privileges

### Alternative Assessment Task

Your principal has asked your Chinese class to prepare a short article for the school newsletter that highlights your understanding of Chinese language and culture. Survey your classmates about what they know and are able to do in Chinese and what they are still unable to do, but are working toward achieving.

## 家庭中权利与责任 / Privileges and Responsibilities

### Performance Task Description

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

### Instructions

1. With your classmates, brainstorm, in Chinese, a list of privileges and responsibilities you have at home and a list of other privileges you would like to have.
2. Create a list of survey questions you will use to find out what your classmates' privileges and responsibilities are at home. Use the brainstormed list of privileges and responsibilities you created in Step 1 to help you.

#### Sample Phrases

- 我会 \_\_\_\_\_
- 我一定要 \_\_\_\_\_
- 我不可以 \_\_\_\_\_

#### Sample Questions

- 你可以 \_\_\_\_\_ 吗?
- 你在家做家务/责任/职责是什么?
- 你想做什么?

3. Write your survey, in Chinese.
4. Conduct your survey with your classmates.
5. Summarize the results of your survey in a few sentences.

### Evaluation Tools

- Self-assessment Rating Scale and Goal Setting
- Observation Checklist
- Peer Assessment

## 家庭中权利与责任 / Privileges and Responsibilities: Self-assessment Rating Scale and Goal Setting

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是	我可以提高的地方 ...
A-2.1b	<ul style="list-style-type: none"> <li>write down my ideas to share with others</li> </ul>				
A-3.2b	<ul style="list-style-type: none"> <li>ask others what their privileges and responsibilities are</li> </ul>				
LC-5.2a	<ul style="list-style-type: none"> <li>create a survey sheet</li> </ul>				
S-2.3a	<ul style="list-style-type: none"> <li>use the brainstorming list to create my survey</li> </ul>				
下一次, 我会 ...					

**家庭中权利与责任 / Privileges and Responsibilities:  
Observation Checklist**

日期: \_\_\_\_\_

<b>Criteria: A-3.2b The student inquires about and expresses an ability and inability to do something</b>			
学生	是	不是	评语
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

## 家庭中权利与责任 / Privileges and Responsibilities: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

日期: \_\_\_\_\_

**标准: ask for and share opinions in a Chinese-language survey**

亲爱的 \_\_\_\_\_,  
当你做调查时, 我注意到 ...

姓名 \_\_\_\_\_

日期: \_\_\_\_\_

**标准: ask for and share opinions in a Chinese-language survey**

亲爱的 \_\_\_\_\_,  
当你做调查时, 我注意到 ...

姓名 \_\_\_\_\_



日期: \_\_\_\_\_

**标准: ask for and share opinions in a Chinese-language survey**

亲爱的 \_\_\_\_\_,  
当你做调查时, 我注意到 ...

姓名 \_\_\_\_\_

日期: \_\_\_\_\_

**标准: ask for and share opinions in a Chinese-language survey**

亲爱的 \_\_\_\_\_,  
当你做调查时, 我注意到 ...

姓名 \_\_\_\_\_



## 你怎么想 / Asking about Feelings

### Student's Performance Task Description

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

### Principal Outcomes

**A-2** *To express emotions and personal perspectives*

- A-2.2 share emotions, feelings**
  - a. inquire about, record and share personal experiences involving an emotion or feeling

### Supporting Outcomes

**LC-2** *Interpret and produce oral texts*

- LC-2.3 interactive fluency**
  - a. engage in simple interactions

**S-2** *Language use*

- S-2.3 productive**
  - a. identify and use a variety of productive strategies to enhance language use; e.g., use various techniques (brainstorming or idea logs) to explore ideas at the planning stage

### Materials

- A brainstormed list of questions about feelings and emotions
- A list of sentence starters

### Alternative Assessment Task

Your teacher has an opportunity to twin your Chinese class with another Grade 6 class from a country where Chinese is spoken. The application form includes a survey that you will use to share your thoughts, opinions and feelings about certain situations. Complete the survey, in Chinese, with your classmates.

## 你怎么想 / Asking about Feelings

### Performance Task Description

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

### Instructions

1. With your teacher's help, think of different situations in which you experience emotions and feelings.

#### Example

- 当我忘记做功课的时候 ...
  - 当我的狗/猫生病的时候 ...
  - 当我的朋友对着我笑的时候 ...
  - 当我生病的时候 ...
  - 当我的爸爸/妈妈生气的时候 ...
  - 当我们输了足球赛的时候 ...
2. Use these ideas to create a simple questionnaire you can use to find out how your classmates feel in these different situations.
  3. Ask your classmates the questions. Record their answers and offer your own answers for them to record.
  4. Share the results with your teacher.

### Evaluation Tools

- Observation Checklist
- Self-assessment
- Peer-assessment Rating Scale

## 你怎么想 / Asking about Feelings: Observation Checklist

日期: \_\_\_\_\_

<b>Criteria: A-2.2a, LC-2.3a The student shares personal experiences in simple interactions</b>			
学生	是	不是	评语
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

## 你怎么想 / Asking about Feelings: Self-assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

标准	我做得好的是 ...	我做起来有困难的是 ...	下一次, 我会 ...
A-2.2a, • when I asked my LC-2.3a classmates about their feelings?			
A-2.2a, • when I shared LC-2.3a my feelings and emotions with others?			
S-2.3a • when I brainstormed words and phrases with my classmates?			

## 你怎么想 / Asking about Feelings: Peer-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我给 \_\_\_\_\_ 的反馈

你会 ...		是	差不多	不是	评语
A-2.2a	<ul style="list-style-type: none"> <li>inquire about, record and share personal experiences</li> </ul>				
LC-2.3a	<ul style="list-style-type: none"> <li>engage in simple interactions with classmates</li> </ul>				
<p>在你的活动中, 我喜欢 ...</p>					
<p>下一次的建议是 ...</p>					
<p>我伙伴对我反馈的回答是 ...</p>					

## 日常体育活动 / Daily Physical Activity

### Student's Performance Task Description

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Chinese class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.1 guide actions of others</b> a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions  <input type="checkbox"/> <b>A-3.3 manage group actions</b> a. encourage other group members to participate
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.1 humour/fun</b> a. use the language for fun and to understand simple humour
Supporting Outcomes	
<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.1 cohesion/coherence</b> a. link several sentences coherently
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies to enhance language use; e.g., use words visible in the immediate environment and/or use knowledge of sentence patterns to form new sentences
<b>Materials</b> <ul style="list-style-type: none"> <li>A brainstormed list of body parts, commands and words of encouragement or caution written on the board or on chart paper</li> </ul>	

### Alternative Assessment Task

Take turns leading your classmates in games; e.g., Follow the Leader or Simon Says. Give commands, in Chinese, to your classmates and provide encouragement to them.

## 日常体育活动 / Daily Physical Activity

### Performance Task Description

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Chinese class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

### Instructions

1. With your classmates, brainstorm simple physical actions you could tell others to do in the classroom; e.g., 跳, 跑, 弯。
2. Plan, in Chinese, your own simple exercise routine through which to lead your classmates.

#### Sample words and phrases

- 摸一摸你的 ...
- 站着 ...
- 跑。
- 跳 ( \_\_\_\_ 次)
- 坐下。
- 排队。
- 伸一伸。
- 举起你的 ...

3. Use words to put the actions in order.

#### Sample words

- 第一 ...
- 下次(下一个) ...
- 第二 ...
- 然后 ...
- 第三 ...
- 最后 ...

4. Include words and phrases of encouragement and caution in your exercise routine.

#### Sample words and phrases

- 真棒!
- 再做一次。
- 就是这样了!
- 再试试看。
- 你可以做得到!
- 你能做的最好的。
- 当心!
- 小心!
- 慢一点。
- 非常好!

5. You may wish to first practise your routine, in Chinese, with a partner.
6. Share your exercise routine with the class. Make sure to ask your classmates to join you at the beginning of your exercise routine.

### Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Peer-assessment Rating Scale
- Rubric

**日常体育活动 / Daily Physical Activity:  
Self-assessment Rating Scale**

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是
A-3.1a	<ul style="list-style-type: none"> <li>encourage my classmates</li> </ul>			
A-3.1b, LC-5.1a	<ul style="list-style-type: none"> <li>give my classmates commands to do physical actions</li> </ul>			
S-2.3a	<ul style="list-style-type: none"> <li>use the words and phrases my teacher gave us in my activity</li> </ul>			



**日常体育活动 / Daily Physical Activity:  
Self-assessment Rating Scale**

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是
A-3.1a	<ul style="list-style-type: none"> <li>encourage my classmates</li> </ul>			
A-3.1b, LC-5.1a	<ul style="list-style-type: none"> <li>give my classmates commands to do physical actions</li> </ul>			
S-2.3a	<ul style="list-style-type: none"> <li>use the words and phrases my teacher gave us in my activity</li> </ul>			

## 日常体育活动 / Daily Physical Activity: Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

你会 ...	是	差不多	不是
A-3.1b • give a series of commands to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.1a • use encouraging and/or discouraging phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1a • link sentences coherently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.3a • encourage others to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges



## 日常体育活动 / Daily Physical Activity: Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

你会 ...	是	差不多	不是
A-3.1b • give a series of commands to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.1a • use encouraging and/or discouraging phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1a • link sentences coherently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.3a • encourage others to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges

**日常体育活动 / Daily Physical Activity:  
Peer-assessment Rating Scale**

姓名: \_\_\_\_\_ 日期: \_\_\_\_\_

我给 \_\_\_\_\_ 的反馈

你会 ...		是	差不多	不是	评语
A-3.1b	<ul style="list-style-type: none"><li>lead us in a physical activity</li></ul>				
A-3.1a	<ul style="list-style-type: none"><li>encourage us during the activity</li></ul>				
在你的活动中, 我喜欢 ...					
下一次的建议是 ...					
我伙伴对我反馈的回答是 ...					

## 日常体育活动 / Daily Physical Activity: Rubric

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

水平 学生 ...	优秀	很好	一般	有限	缺欠
<b>A-3.1b, A-6.1a</b> • gives a simple series of instructions	gives a simple series of <b>precise</b> instructions with confidence	gives a simple series of <b>systematic</b> instructions	gives a simple series of <b>adequate</b> instructions with hesitation	gives a simple series of <b>inappropriate</b> instructions without confidence	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>LC-5.1a, S-2.3a</b> • links sentences together	links sentences together <b>purposefully</b>	links sentences together <b>logically</b>	links sentences together <b>simplistically</b>	links sentences together <b>ineffectively</b>	
<b>A-3.1a, A-3.3a</b> • encourages others to participate	is <b>eager</b> when encouraging others to participate	is <b>willing</b> when encouraging others to participate	is <b>hesitant</b> when encouraging others to participate	is <b>reluctant</b> when encouraging others to participate	

## 活动时间表 / Check Your Calendar

### Student's Performance Task Description

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.2 state personal actions</b> a. make an offer and an invitation, and respond to offers and invitations made by others in familiar situations
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> <b>A-4.1 manage personal relationships</b> b. make and break social engagements
Supporting Outcomes	
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions
<i>LC-3 Interpret and produce written and visual texts</i>	<input type="checkbox"/> <b>LC-3.2 written production</b> a. produce short, simple written texts in guided situations
<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.3 patterns of social interaction</b> a. use simple conventions to open and close conversations and to manage turn taking
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.1 interactive</b> a. identify and use a variety of interactive strategies to enhance language use; e.g., ask for clarification or repetition when they do not understand, interpret and use a variety of nonverbal clues to communicate
<b>Materials</b> <ul style="list-style-type: none"> <li>A copy of a blank calendar for the month or agendas/day timer books normally used by students</li> </ul>	

### Alternative Assessment Task

Complete an information-gap activity. You and a partner each write down activities on a chart. You and your partner ask each other to join the activities you have listed and accept or decline each other's invitations.

## 活动时间表 / Check Your Calendar

### Performance Task Description

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

### Instructions

1. With your class, brainstorm different activities you and your classmates do after school, at recess or on weekends; e.g., attend piano lessons, go to soccer practice, rent a movie, go swimming, play computer games.
2. Using a calendar or agenda book, write down the activities you plan to do for the next month.
3. Ask different classmates to join you in your activities. Make sure to start and end the conversation appropriately.

#### Sample phrases

- 你好!
- 你可以在八号/二十一号的八点/下午/休息时间和我去游泳/踢足球/租电影/玩追踪游戏(捉人游戏)吗?
- 谢谢!过一会儿见/星期六见/好的/我不可以去/下一次吧。

4. Use phrases to accept or decline your partner's invitations. Be sure to be polite.

#### Sample phrases

- 可以/一定!/好吧/那就在...见面吧.../听起来很好玩。
- 不可以/对不起/下次吧!

5. While you are conversing with your classmates, use strategies to help you communicate; e.g.,
  - Ask questions if you do not understand; e.g., 请你再说一次/你说什么?
  - Point to the activities/dates on your monthly planner if your partner is having difficulty understanding.
6. Write down on your monthly planner who will be joining you for different activities.

<b>Evaluation Tools</b>	<ul style="list-style-type: none"> <li>- Self-assessment</li> <li>- Feedback</li> <li>- Rating Scale</li> </ul>
-------------------------	---

## 活动时间表 / Check Your Calendar: Self-assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

标准	我做得好的是 ...	我做起来有困难的是 ...	下一次, 我会 ...
A-3.2a, • when I invited A-4.1b classmates to participate in activities with me?			
A-3.2a, • when I was A-4.1b invited to participate in an activity?			
LC-3.2a • when I wrote my activities for the month?			

## 活动时间表 / Check Your Calendar: Feedback

标准:

A-3.2a make and respond to invitations

A-4.1b make and break social engagements

LC-5.3a use simple conventions to open and close conversations

LC-2.3a engage in simple interactions

S-2.1a identify and use a variety of interactive strategies; e.g., ask for clarification

日期: \_\_\_\_\_

亲爱的 \_\_\_\_\_,

下面这些项目你做得很好 ...

我还注意到 ...

下一次, 你或许可以尝试 ...

姓名 \_\_\_\_\_

## 活动时间表 / Check Your Calendar: Rating Scale

日期: \_\_\_\_\_

学生 ...	A-3.2a make and respond to invitations			LC-5.3a, engage in simple LC-2.3a, interactions using appropriate S-2.1a conventions and strategies		
	是	差不多	不是	是	差不多	不是
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

## 年终庆祝会 / Year-end Celebration

### Student's Performance Task Description

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Chinese class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.3 manage group actions</b> b. assume a variety of roles and responsibilities in a group c. negotiate in a simple way with peers in small group tasks d. offer a simple explanation or clarification
Supporting Outcomes	
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions
<i>LC-4 Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> <b>LC-4.4 social conventions</b> b. recognize simple social conventions in informal conversation
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.3 social/affective</b> a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

### Materials

- A brainstormed class list of useful vocabulary, structures and sentence starters

### Alternative Assessment Task

Your teacher has asked your Chinese class to help plan an upcoming field trip. To prepare for the field trip, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person. With your committee, decide who will be responsible for different tasks.

## 年终庆祝会 / Year-end Celebration

### Performance Task Description

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Chinese class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

### Instructions:

1. As a class, brainstorm some specific ideas about what would be needed to have a classroom party; e.g., music, games, pizza, CD player.
2. Categorize your ideas; i.e., food, entertainment.
3. Sign up for one category/committee and meet with other students on your committee.
4. With your teacher's help, think of words and phrases to help you plan with your committee.

### Examples

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• 我来做秘书。</li> <li>• 我把提议（意见/主意）写下来。</li> <li>• 我来计时。</li> <li>• 我来提醒大家说中文。</li> <li>• 我想 ...</li> <li>• 你会做什么？</li> <li>• 我想不是 ... 吧？</li> </ul> | <ul style="list-style-type: none"> <li>• （该）到我了。</li> <li>• （该）到你了。/该你了。</li> <li>• 你有主意吗？</li> <li>• 我喜欢你的主意。</li> <li>• 那是一个很好的主意。</li> <li>• 谢谢！</li> <li>• 非常好的主意。</li> </ul> |
|---|---|
5. Before planning with your committee, ensure everyone assigns themselves a role.
  6. Plan your class party with your committee, using Chinese when you can. Be sure to take turns and be polite.
  7. Share your plan with the class.

### Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment Rating Scale
- Observation Checklist

## 年终庆祝会 / Year-end Celebration: Peer-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我给 \_\_\_\_\_ 的反馈

我的伙伴会 ...		是	差不多	不是	我知道这点是因为 ...
A-3.3b	<ul style="list-style-type: none"> <li>assume a role in our group</li> </ul>				
A-3.3c, LC-2.3a	<ul style="list-style-type: none"> <li>use Chinese to work with others in our group</li> </ul>				
A-3.3d, S-3.3a	<ul style="list-style-type: none"> <li>explain his or her ideas when asked</li> </ul>				
你做得好的是 ...					
下一次的建议是 ...					
我的伙伴对我反馈的回答是 ...					

## 年终庆祝会 / Year-end Celebration Self-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是	我知道这是因为 ...
A-3.3b	<ul style="list-style-type: none"> <li>tell others what my role will be in the group</li> </ul>				
A-3.3c LC-4.4b	<ul style="list-style-type: none"> <li>act and speak respectfully to group members</li> </ul>				
A-3.3c LC-2.3a	<ul style="list-style-type: none"> <li>use Chinese when working in a group</li> </ul>				
A-3.3d, S-3.3a	<ul style="list-style-type: none"> <li>explain my ideas to help my group make decisions</li> </ul>				

## 年终庆祝会 / Year-end Celebrations: Observation Checklist

日期: \_\_\_\_\_

学生 ...	A-3.3b, assume roles and S-3.3a responsibilities as group members		LC-2.3a interact LC-4.4b respectfully, in Chinese, with group members		A-3.3c use Chinese to negotiate with peers and explain ideas	
	是	不是	是	不是	是	不是
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

## 感谢义工 / Volunteer Appreciation

### Student's Performance Task Description

Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Chinese class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

### Principal Outcomes

**A-5** *To extend their knowledge of the world*

- A-5.1 discover and explore**
  - a. explore alternative classification systems and criteria for categories
  - b. discuss relationships and patterns
- A-5.2 gather and organize information**
  - a. compare and contrast items in simple ways

### Supporting Outcomes

**LC-3** *Interpret and produce written and visual texts*

- LC-3.2 written production**
  - a. produce short, simple written texts in guided situations

**S-2** *Language use*

- S-2.3 productive**
  - a. identify and use a variety of productive strategies to enhance language use; e.g., use words visible in the immediate environment, use various techniques to explore ideas in the planning stages, such as brainstorming

### Materials

- *Eating Well with Canada's Food Guide*
- Paper for creating charts
- Sample menus in Chinese

### Alternative Assessment Task

Create a menu for your dream restaurant, ensuring you have a wide variety of foods to appeal to many different customers. Create the menu by presenting food choices in a variety of ways.

## 感谢义工 / Volunteer Appreciation

### Performance Task Description

Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Chinese class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

### Instructions

1. Think about different foods and beverages that could be served at the Volunteer Appreciation Day.
2. With your teacher's help, add your suggestions, in Chinese, to a class list of many different foods.
3. With your teacher's help, create categories for the food.

#### Example

- 健康食品                      • 零食                      • 大人（成人）喜欢的                      • 青少年喜欢的

4. With a partner or in a small group, discuss which foods should go in each of the categories you have created. Foods might go into more than one category. You may want to use *Eating Well with Canada's Food Guide* to help you.

#### Sample phrases

- 苹果是健康食品，老少都喜欢吃。
- 土豆片（炸薯片）是零食，青少年喜欢吃。

5. Based on the information you have organized, participate in a class discussion about which foods should be served at the event to ensure a balanced menu.
6. With a partner or in a small group, decide whether the food items chosen for the event should be presented at the event as 开胃小菜, 飲料, 主菜, 甜品 / an appetizer, a beverage, an entrée or a dessert. Make a chart or lists to organize your choices.
7. On your own, create a sample menu of the food to be served at the Volunteer Appreciation Day.

#### Sample vocabulary list

- |           |          |         |       |
|-----------|----------|---------|-------|
| • 水果      | • 汉堡包    | • 开胃小菜  | • 三明治 |
| • 胡萝卜     | • 烤面包/吐丝 | • 甜（食）品 | • 比萨饼 |
| • 小甜蛋糕    | • 鸡汤     | • 主菜    | • 水   |
| • 面包      | • 奶油     | • 果汁    | • 咖啡  |
| • 土豆片/炸薯片 | • 巧克力    | • 奶酪    | • 茶   |

- Evaluation Tools**
- Self-assessment and Goal Setting
  - Feedback
  - Rating Scale

## 感谢义工 / Volunteer Appreciation: Self-assessment and Goal Setting

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

### Criteria Statements

- A-5.1a      • organizing foods into different categories
- A-5.1b,  
A-5.2a      • discussing which foods should go in what categories
- S-2.3a,  
LC-3.2a      • creating a sample menu
- S-2.3a      • participating in brainstorming

我很自豪 ...

是因为 ...

下一次我希望再尝试 ...

(这是你个人的观点)

我学到的有 ...

下一次我会尝试 ...

是因为 ...

## 感谢义工 / Volunteer Appreciation: Feedback

标准:

A-5.1a explores alternative classification systems and criteria for categories

A-5.1b discusses relationships and patterns

A-5.2a compares and contrasts items in simple ways

LC-3.2a produces short, simple written texts in guided situations

日期: \_\_\_\_\_

亲爱的 \_\_\_\_\_,

下面这些项目你做得很好 ...

我还注意到 ...

下一次, 你或许可以尝试 ...

姓名 \_\_\_\_\_

## 感谢义工 / Volunteer Appreciation: Rating Scale

日期: \_\_\_\_\_

学生 ...	A-5.1a explore classification systems and criteria for categories			A-5.2a compare and contrast items in simple ways		
	是	差不多	不是	是	差不多	不是
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

## 我们住的地方 / Where We Live

### Student's Performance Task Description

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Chinese class has volunteered to create a fact sheet for Chinese speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

Principal Outcomes	
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.2 gather and organize information</b> b. compose questions to guide research c. identify sources of information d. record observations
Supporting Outcomes	
<i>LC-3 Interpret and produce written and visual texts</i>	<input type="checkbox"/> <b>LC-3.2 written production</b> a. produce short, simple written texts in guided situations
<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.1 cohesion/coherence</b> a. link several sentences coherently
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies to enhance language use; e.g., be aware of and use the steps of the prewriting process, including gathering ideas, planning the text, researching and organizing the text
<b>Materials</b> <ul style="list-style-type: none"> <li>• Information about the local community from Web sites, tourist information centres, Chamber of Commerce</li> <li>• Lists of vocabulary and phrases, in a variety of categories brainstormed by students, for the fact sheets</li> </ul>	

### Alternative Assessment Task

Your teacher has arranged to take your Chinese class on a field trip. In preparation for the field trip, your teacher has asked you to research the topic. After the field trip, share your learning and experiences for a school bulletin board display.

## 我们住的地方 / Where We Live

### Performance Task Description

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Chinese class has volunteered to create a fact sheet for Chinese speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

### Instructions

1. With your teacher's help, identify some questions someone moving into your area would like answered. Use these questions to help you do your research.

#### Examples

- 有多少人住在 \_\_\_\_\_ ?
- \_\_\_\_\_ 有什么样的商店?
- \_\_\_\_\_ 有什么样的体育运动?
- \_\_\_\_\_ 有什么样的学校?

2. With your teacher, brainstorm some possible resources to use to research your area. As you write down information from the sources, be sure to write down the source of the information.

#### Sample

- 资料来源 \_\_\_\_\_。

3. Write your own observations about where you live.

#### Sample phrases

- Name of city/town/area 很大/很小/很繁忙/很静。
- \_\_\_\_\_ 有很多公园/商店/游乐场所。
- \_\_\_\_\_ 友好(友善)/亲切/很好玩儿。

4. Organize the information you have gathered into a simple fact sheet. Use titles, subtitles and bullets, where necessary, to organize your information.
5. Submit your fact sheet to your teacher to be shared with others.

### Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Self-assessment and Feedback

**我们住的地方 / Where We Live:  
Self-assessment Rating Scale**

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是
A-5.2b, S-2.3a	<ul style="list-style-type: none"> <li>compose questions to guide research about my community</li> </ul>			
A-5.2c, S-2.3a	<ul style="list-style-type: none"> <li>find sources of information</li> </ul>			
A-5.2d, S-2.3a	<ul style="list-style-type: none"> <li>record information about my community</li> </ul>			
LC-3.2a	<ul style="list-style-type: none"> <li>use Chinese to create a fact sheet about my community</li> </ul>			



**我们住的地方 / Where We Live:  
Self-assessment Rating Scale**

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是
A-5.2b, S-2.3a	<ul style="list-style-type: none"> <li>compose questions to guide research about my community</li> </ul>			
A-5.2c, S-2.3a	<ul style="list-style-type: none"> <li>find sources of information</li> </ul>			
A-5.2d, S-2.3a	<ul style="list-style-type: none"> <li>record information about my community</li> </ul>			
LC-3.2a	<ul style="list-style-type: none"> <li>use Chinese to create a fact sheet about my community</li> </ul>			



## 我们住的地方 / Where We Live: Self-assessment and Feedback

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

### 我们住的地方 / Where We Live: Self-assessment

标准	我做得好的是 ...	我做起来有困难的是 ...	下一次, 我会 ...
A-5.2b, • when I composed S-2.3a questions to guide research about my community?			
A-5.2c, • when I located A-5.2d, and recorded S-2.3a information about my community?			
LC-3.2a, • when I prepared LC-5.1a, the fact sheet S-2.3a about my community?			

### 我们住的地方 / Where we Live: Feedback

评语

## 解决课堂冲突 / Resolving Classroom Conflicts

### Student's Performance Task Description

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Chinese class to help create guidelines, in Chinese, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

### Principal Outcomes

**A-5** *To extend their knowledge of the world*

- A-5.3 solve problems**
  - a. understand and use steps in a problem-solving process
- A-5.4 explore opinions and values**
  - a. express their views on a variety of topics within their direct experience

### Supporting Outcomes

**LC-5** *Apply knowledge of how discourse is organized, structured and sequenced*

- LC-5.3 patterns of social interaction**
  - a. use simple conventions to open and close conversations and to manage turn taking

**S-3** *General learning*

- S-3.3 social/affective**
  - a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

### Materials

- Poster paper

### Alternative Assessment Task

As part of your training to become a conflict mediator at school, you will identify different problems that could occur between students on the playground or in the school. Discuss how these problems could be resolved. Role-play these new problem-solving techniques with other conflict mediator trainees.

## 解决课堂冲突 / Resolving Classroom Conflicts

### Performance Task Description

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Chinese class to help create guidelines, in Chinese, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

### Instructions

1. To resolve classroom conflicts, participate in a class discussion, in English, about the possible steps in a problem-solving process.
2. As a first step, contribute to a class discussion, in Chinese, about how to state your feelings when you are having a conflict with someone else.

#### Examples

- 我很生气/很伤心/我觉得很失败/我觉得很烦恼\_\_\_\_\_ (你想和 \_\_\_\_\_ 解决问题)。
- 因为 ...
- 你拿了我的\_\_\_\_\_ /你说我是 \_\_\_\_\_ 你推我/你对着我大喊。

3. Next, discuss some appropriate responses to the phrases you have created.

#### Examples

- 对不起\_\_\_\_\_, (你要和 \_\_\_\_\_ 说对不起)。
- 我也生气/伤心。

4. Finally, discuss phrases to help end the conflict.

#### Examples

- 没关系。
- 我们和老师说吧。
- 谢谢。

5. Use the brainstormed phrases to create problem-solving steps to follow when you have a classroom conflict.

6. Practise using the steps of the problem-solving process with a partner. Use the phrases you have created in class to solve a classroom conflict you have experienced. Make sure to take turns appropriately to help resolve the conflict.

### Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist

## 解决课堂冲突 / Resolving Classroom Conflicts: Peer-assessment Rating Scale

姓名: \_\_\_\_\_ 日期: \_\_\_\_\_

我给 \_\_\_\_\_ 的反馈

你可以 ...		是	有时是	尚未
A-5.4a	<ul style="list-style-type: none"> <li>express your feelings about our conflict</li> </ul>			
A-5.3a, LC-5.3a	<ul style="list-style-type: none"> <li>take turns to use the problem-solving steps</li> </ul>			
Some advice for next time would be ...				



## 解决课堂冲突 / Resolving Classroom Conflicts: Peer-assessment Rating Scale

姓名: \_\_\_\_\_ 日期: \_\_\_\_\_

我给 \_\_\_\_\_ 的反馈

你可以 ...		是	有时是	尚未
A-5.4a	<ul style="list-style-type: none"> <li>express your feelings about our conflict</li> </ul>			
A-5.3a, LC-5.3a	<ul style="list-style-type: none"> <li>take turns to use the problem-solving steps</li> </ul>			
Some advice for next time would be ...				

## 解决课堂冲突 / Resolving Classroom Conflicts: Self-assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

标准	我做得好的是 ...	我做起来有困难的是 ...	下一次, 我会 ...
A-5.3a, • when I S-3.3a, practised LC-5.3a solving a problem with a partner?			
S-3.3a • when I helped to figure out the steps of a problem- solving process to resolve conflicts?			
A-5.4a • when I expressed my point of view in a conflict situation?			

**解决课堂冲突 / Resolving Classroom Conflicts:  
Observation Checklist**

日期: \_\_\_\_\_

<b>Criteria: A-5.3a, LC-5.3a The student understands and uses the steps in the problem-solving process</b>			
学生	是	不是	评语
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

## 午饭时的活动 / Lunch-hour Intramurals

### Student's Performance Task Description

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Chinese class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

### Principal Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.4 explore opinions and values</b> <ol style="list-style-type: none"> <li>a. express their views on a variety of topics within their direct experience</li> <li>b. gather opinions on a topic within their direct experience</li> </ol>
---	--

### Supporting Outcomes

<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> <ol style="list-style-type: none"> <li>a. engage in simple interactions</li> </ol>
<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.2 text forms</b> <ol style="list-style-type: none"> <li>a. use some simple text forms in their own productions</li> </ol>
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> <ol style="list-style-type: none"> <li>a. identify and use a variety of productive strategies to enhance language use; e.g. use words in the immediate environment</li> </ol>

### Materials

- Lists of words about sports
- A chart on which to record survey responses

### Alternative Assessment Task

Your teacher has asked your Chinese class for ideas about a year-end activity. Create a questionnaire about different possible activities and survey your classmates, in Chinese, about their ideas. The results of the survey will be shared with the teacher.

## 午饭时的活动 / Lunch-hour Intramurals

### Performance Task Description

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Chinese class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

### Instructions

1. With your classmates, brainstorm a list of possible lunch-hour intramural activities.
2. Create a list of questions about lunch-hour activities that you will use for your intramural survey.

### Sample questions

- 你喜欢打篮球还是地板曲棍球?
  - 你喜欢玩闪避球还是羽毛球?
3. Using your survey questions, interview your classmates and record their responses.
  4. When you have interviewed everyone in class, organize your results.
  5. Share your results with your classmates.

- Evaluation Tools**
- Self-assessment and Goal Setting
  - Peer Assessment
  - Observation Checklist

午饭时的活动 / Lunch-hour Intramurals:  
Self-assessment and Goal Setting

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

**Criteria Statements**

- A-5.4a      • giving my opinion to someone else
- A-5.4b      • gathering opinions from others
- LC-2.3a     • using Chinese to interact with my classmates
- S-2.3a      • using the sentences on my survey sheet to ask questions of others

我很自豪 ...

是因为 ...

下一次我希望再尝试 ...

(这是你个人的观点)

我学到的有 ...

下一次我会尝试 ...

是因为 ...

## 午饭时的活动 / Lunch-hour Intramurals: Peer Feedback

Provide positive feedback to up to four of your classmates using the cards below  
(A-5.4a, A-5.4b, LC-2.3a)

日期: \_\_\_\_\_

**标准: asked for and offered an opinion**

亲爱的 \_\_\_\_\_  
当你做调查时, 我注意到 ...

姓名 \_\_\_\_\_

日期: \_\_\_\_\_

**标准: asked for and offered an opinion**

亲爱的 \_\_\_\_\_  
当你做调查时, 我注意到 ...

姓名 \_\_\_\_\_



日期: \_\_\_\_\_

**标准: asked for and offered an opinion**

亲爱的 \_\_\_\_\_  
当你做调查时, 我注意到 ...

姓名 \_\_\_\_\_

日期: \_\_\_\_\_

**标准: asked for and offered an opinion**

亲爱的 \_\_\_\_\_  
当你做调查时, 我注意到 ...

姓名 \_\_\_\_\_



**午饭时的活动 / Lunch-hour Intramurals:  
Observation Checklist**

日期: \_\_\_\_\_

学生 ...	A-5.4b gather opinions on a topic		LC-5.2a use simple text forms		LC-2.3a engage in simple interactions	
	是	不是	是	不是	是	不是
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

## 姐妹城市 / Twin Cities

### Student's Performance Task Description

Your town/city council is interested in twinning with a town or city in China. Your Chinese class has volunteered to do some research to help the town/city council make a decision. Choose one town or city where Chinese is spoken and research similarities and differences between that town or city and your own. Your class will choose a few options to submit to the town/city council.

Principal Outcomes	
<i>GC-1 Historical and contemporary elements of Chinese culture</i>	<input type="checkbox"/> <b>GC-1.1 accessing/analyzing cultural knowledge</b> a. compare some elements of Chinese culture with their own culture
<i>GC-2 Appreciating diversity</i>	<input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> a. recognize and identify similarities and differences between their own culture and other cultures
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> <b>GC-3.1 Chinese language and culture</b> a. identify some places that they could visit where Chinese is spoken
Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> a. identify and use a variety of cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes, write down key words, use graphic representations to make information easier to understand

### Materials

- Information about countries and towns/cities, where Chinese is spoken, from travel magazines, brochures, Web sites
- Templates of graphic organizers; e.g., Venn diagrams, T-charts

### Alternative Assessment Task

Write a simple research report about the similarities and differences between where you live and a place that is well known for its Chinese culture.

## 姐妹城市 / Twin Cities

### Performance Task Description

Your town/city council is interested in twinning with a town or city in China. Your Chinese class has volunteered to do some research to help the town/city council make a decision. Choose one town or city where Chinese is spoken and research similarities and differences between that town or city and your own. Your class will choose a few options to submit to the town/city council.

### Instructions

1. Brainstorm a list of towns, cities or countries where you have learned that Chinese is spoken.
2. Choose one town or city where Chinese is spoken.
3. Research your chosen town or city. Find materials on your own and with your teacher's help.
4. Using a graphic organizer (e.g., a T-chart or Venn Diagram) your teacher has given you, write down information about how the Chinese town or city is similar to or different from your own town or city.
5. Submit to your teacher the information you have collected.

### Evaluation Tools

- Self-assessment
- Self-assessment Rating Scale
- Rating Scale

## 姐妹城市 / Twin Cities: Self-assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我了解到关于中国城镇的信息有 ...	这和我住的城镇有什么相同点/不同点 ...

我发现最有意思的是 ...

我希望更多了解关于 ...

## 姐妹城市 / Twin Cities: Self-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是
GC-3.1b	<ul style="list-style-type: none"> <li>think of some places where Chinese is spoken</li> </ul>			
GC-2.3a	<ul style="list-style-type: none"> <li>recognize similarities and differences between my town or city and the Chinese town or city</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>use a graphic organizer to organize my ideas</li> </ul>			



## 姐妹城市 / Twin Cities: Self-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是
GC-3.1b	<ul style="list-style-type: none"> <li>think of some places where Chinese is spoken</li> </ul>			
GC-2.3a	<ul style="list-style-type: none"> <li>recognize similarities and differences between my town or city and the Chinese town or city</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>use a graphic organizer to organize my ideas</li> </ul>			

**姐妹城市 / Twin Cities: Rating Scale**

日期: \_\_\_\_\_

学生	<b>GC-1.1a</b> compares some elements of Chinese culture with own culture			<b>GC-3.1a</b> identifies some places they could visit where Chinese is spoken			<b>GC-2.3a</b> identifies similarities and differences between own culture and others		
	是	差不多	不是	是	差不多	不是	是	差不多	不是
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									

## 电子笔友 / Getting Ready for an E-pal

### Student's Performance Task Description

You and your classmates will be matched with Chinese-speaking students of the same age from another country who will become your e-pals. To make sure you are matched with someone who has similar interests to you, you and your classmates will research what people your own age in that country are interested in. Use Chinese-language children's magazines and/or Web sites to find information. Use this information to make a list of things you have in common with Chinese-speaking people your own age in another country. This list will be used to help match you with an e-pal.

### Principal Outcomes

*GC-1 Historical and contemporary elements of Chinese culture*

- GC-1.1 accessing/analyzing cultural knowledge**
  - a. compare some elements of Chinese culture with their own culture
- GC-1.2 knowledge of Chinese culture**
  - a. explore some elements of Chinese culture
  - b. identify some things they have in common with people their own age who live in the Chinese culture
- GC-1.5 valuing Chinese culture**
  - b. express an interest in finding out about people their own age who speak Chinese

### Supporting Outcomes

*LC-3 Interpret and produce written and visual texts*

- LC-3.1 written interpretation**
  - a. understand short, simple written texts in guided and unguided situations

*S-3 General learning*

- S-3.1 cognitive**
  - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic organizers to organize and record information

### Materials

- Age-appropriate magazines
- Web sites targeted at Chinese-speaking children
- An example of a T-chart

### Alternative Assessment Task

You have been asked by a teacher from another class to share information about the lives of Chinese-speaking students in another country. You and your classmates will research what Chinese-speaking people your age in another country are interested in. Use Web sites, books or children's magazines to find information and make an electronic slide show presentation or a poster to share what you have learned.

### Teacher's Note

This task could be used as a preliminary step for an actual e-mail/correspondence project with Chinese-speaking students in another country. Students should be monitored when they use the Internet.

## 电子笔友 / Getting Ready for an E-pal

### Performance Task Description

You and your classmates will be matched with Chinese-speaking students of the same age from another country who will become your e-pals. To make sure you get matched with someone who has similar interests to you, you and your classmates will research what people your own age in another country are interested in. Use Chinese-language children's magazines and/or Web sites to find information. Use this information to make a list of things you have in common with Chinese-speaking people your own age in another country. This list will be used to help match you with an e-pal.

### Instructions

1. With your teacher's help, find a variety of materials written in Chinese that provide information about the interests of people your own age in another country.
2. Work with your classmates to create a T-chart to organize the information. On the T-chart, include information about how Chinese-speaking people your own age live in their country and what they enjoy doing.

#### Example

How they live	What they like to do
住在城市里的公寓	喜欢参加社区活动—例如：舞会  喜欢踢足球

3. Make a list of the information collected on the T-chart that also applies to you.
4. Add other information you want to include about yourself and what you are interested in and submit the list to your teacher.

### Evaluation Tools

- Self-assessment Rating Scale
- Observation Checklist
- Student Reflections

## 电子笔友 / Getting Ready for an E-pal: Self-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是
<b>GC-1.1a, GC-1.2b, GC-1.5b</b>	<ul style="list-style-type: none"> <li>find out how I am similar to and different from people my age in Chinese culture</li> </ul> <p>Something I want to share is ...</p>			
<b>LC-3.1a</b>	<ul style="list-style-type: none"> <li>get information from Chinese sources</li> </ul> <p>Something I want to share is ...</p>			
<b>S-3.1a</b>	<ul style="list-style-type: none"> <li>use a chart to organize information</li> </ul> <p>Something I want to share is ...</p>			
<p>下一次, 我会 ...</p>				

电子笔友 / Getting Ready for an E-pal:  
Observation Checklist

日期: \_\_\_\_\_

Criteria: LC-3.1a The student understands short, simple texts in guided and unguided situations

学生	是	不是	我注意到 ...
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

电子笔友 / Getting Ready for an E-pal:  
Student Reflections

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

<p><b>GC-1.1a</b></p> <ul style="list-style-type: none"><li>• compare some elements of Chinese culture with their own</li></ul>	<p>当了解与我同龄的讲中文的人群时，让我惊讶的事有 ...</p>
<p><b>GC-1.2a</b></p> <ul style="list-style-type: none"><li>• explore some elements of Chinese culture</li></ul>	<p>做这项任务时我来说最感兴趣的是 ...</p>
<p><b>GC-1.2b</b></p> <ul style="list-style-type: none"><li>• identify some things have in common with people their own age who live in the Chinese culture</li></ul>	<p>我希望了解更多的关于中国文化的知识有 ...</p>

## 当好主人 / Good Hosts

### Student's Performance Task Description

Your school district will be hosting a group of Chinese-speaking visitors from another country. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Chinese class to help identify similarities and differences between students' cultures and Chinese culture. This information will be submitted to the principal.

### Principal Outcomes

**GC-1 Historical and contemporary elements of Chinese culture**

- GC-1.3 applying cultural knowledge**
  - a. identify commonalities and differences between Chinese culture and their own culture
  - b. apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own culture
- GC-1.5 valuing Chinese culture**
  - a. identify similarities between themselves and people of Chinese culture

### Supporting Outcomes

**S-3 General learning**

- S-3.1 cognitive**
  - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic organizers to make information easier to understand and remember, connect what they already know with what they are learning

### Materials

- A Venn diagram

### Alternative Assessment Task

To observe a particular holiday or celebration (e.g., harvest festivals, birthdays, national remembrance day) at your school, your Chinese class will learn about a similar holiday or celebration in Chinese culture. Brainstorm all the information you can remember about the holiday or celebration in your culture. Conduct research to find out information about the similar holiday or celebration in Chinese culture. Organize the information to show the similarities and differences between the two cultures. Use this information to help plan how you will observe the holiday or celebration at your school.

## 当好主人 / Good Hosts

### Performance Task Description

Your school district will be hosting a group of Chinese-speaking visitors from another country. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Chinese class to help identify similarities and differences between students' cultures and Chinese culture. This information will be submitted to the principal.

### Instructions

1. With your teacher's help, make a list of what you know about polite and impolite behaviours in Chinese culture. Make a second list of what are considered polite and impolite behaviours in your own culture.
2. Using a Venn diagram, organize the information you have brainstormed to show the similarities and differences between polite behaviours in your culture and Chinese culture.
3. Write, in English, a brief report to give to the principal. In your report, give advice about what types of behaviours the visitors might find impolite so the hosts can avoid them. Be sure to explain what types of behaviours are considered polite so the hosts can be sure to make the best impression on the visitors. Try and explain why the behaviours are impolite or polite.
4. Share your report with your classmates.

### Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Observation Checklist

## 当好主人 / Good Hosts: Self-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是
GC-1.3a, GC-1.3b	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in my own culture</li> </ul>			
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in Chinese culture</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>use a Venn diagram to organize my ideas</li> </ul>			



## 当好主人 / Good Hosts: Self-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是
GC-1.3a, GC-1.3b	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in my own culture</li> </ul>			
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in Chinese culture</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>use a Venn diagram to organize my ideas</li> </ul>			

## 当好主人 / Good Hosts: Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

你会 ...	是	差不多	不是
GC-1.3a • identify commonalities and differences between Chinese culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.3b • interpret similarities and differences between Chinese culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.5a • identify similarities between himself or herself and people of the culture being studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S-3.1a • use a Venn diagram to organize ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

优势

挑战



## 当好主人 / Good Hosts: Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

你会 ...	是	差不多	不是
GC-1.3a • identify commonalities and differences between Chinese culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.3b • interpret similarities and differences between Chinese culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.5a • identify similarities between himself or herself and people of the culture being studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S-3.1a • use a Venn diagram to organize ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

优势

挑战

# 当好主人 / Good Hosts: Observation Checklist

日期: \_\_\_\_\_

**Criteria:** GC-1.3a, GC-1.5a The student identifies commonalities and differences between Chinese culture and his or her own culture

学生	是	不是	评语
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

## 代沟 / Generation Gap

### Student's Performance Task Description

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between younger and older people in Chinese culture. Use Chinese-language materials to help you research the generation gap in Chinese culture. Create an outline for your report.

Principal Outcomes	
<i>GC-1 Historical and contemporary elements of the cultures of Chinese culture</i>	<input type="checkbox"/> <b>GC-1.4 diversity within Chinese culture</b> a. identify commonalities and differences among diverse groups within Chinese culture
<i>GC-2 Appreciating diversity</i>	<input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> a. recognize and identify similarities and differences between their own culture and other cultures
Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic organizers to make information easier to understand, connect what they already know with what they are learning

### Materials

- Chinese-language materials showing people of different ages participating in daily activities; e.g., work, household chores and leisure activities
- A Venn diagram, T-chart and/or other types of graphic organizers

### Alternative Assessment Task

Your Chinese class has been approached by the editor of a local newspaper to write a feature article highlighting the cultural practices that are followed during an upcoming celebration; e.g., Thanksgiving. In the article, address how your community's cultural practices that are followed during this celebration are both similar to and different from Chinese cultural practices that are followed during a similar celebration. You must also address the similarities and differences in the way this celebration is observed in different places that Chinese speakers live.

**代沟 / Generation Gap****Performance Task Description**

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between younger and older people in Chinese culture. Use Chinese-language materials to help you research the generation gap in Chinese culture. Create an outline for your report.

**Instructions**

1. Think about how adults and young people are similar and different in your own culture; e.g., young people may like rap music, older people like classic rock or folk music and young people and older people may both like to go to movies. Use a Venn diagram to organize your ideas.
2. Use Chinese-language resources (e.g., magazine advertisements and articles, TV shows, Web sites and textbooks) to find information about how young people and older people are similar and different in Chinese culture.
3. Organize your information in a Venn diagram, T-chart or other kind of graphic organizer.
4. Use all the information you have organized to make an outline for your report. Be sure to state how the generation gap in Chinese culture is similar to or different from the generation gap in your own culture.

**Evaluation Tools**

- Self-assessment
- Self-assessment
- Observation Checklist

**代沟 / Generation Gap: Self-assessment**

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

S-3.1a 使用维恩图解可以帮助我整理我的观点，因为 ...

思考这个问题（青少年和成年人有那些相同点和不同点）对我很有帮助，因为 ...

在做这个项目时我意识到很重要的一点是 ...



**代沟 / Generation Gap: Self-assessment**

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

S-3.1a 使用维恩图解可以帮助我整理我的观点，因为 ...

思考这个问题（青少年和成年人有那些相同点和不同点）对我很有帮助，因为 ...

在做这个项目时我意识到很重要的一点是 ...

## 代沟 / Generation Gap: Self-assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

GC-1.4a

One important way younger and older people are similar in Chinese culture is ...

- \_\_\_\_\_  
\_\_\_\_\_

GC-2.3a

This similarity is important because ...

- \_\_\_\_\_
- \_\_\_\_\_

GC-1.4a

One important way younger and older people are different in Chinese culture is ...

- \_\_\_\_\_  
\_\_\_\_\_

GC-2.3b

This difference is important because ...

- \_\_\_\_\_
- \_\_\_\_\_

GC-2.3a

Something I noticed that is similar between the generation gap in Chinese culture and my own culture is ...

- \_\_\_\_\_
- \_\_\_\_\_

## 代沟 / Generation Gap: Observation Checklist

日期: \_\_\_\_\_

学生 ...	GC-1.4a identify similarities and differences among young people and adults in Chinese culture		GC-2.3a identify similarities and differences between their own culture and Chinese culture	
	是	不是	是	不是
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

## 选词 / Pick a Word

### Student's Performance Task Description

Someone in your Chinese class has mentioned how challenging it has been in grades 4, 5 and 6 to learn so many new Chinese words. Your teacher would like to help you understand that this is a challenge when learning any new language, including English, and would like to be able to address this problem with future students. Explore this idea further and create a helpful resource for Chinese students.

### Principal Outcomes

#### *GC-2 Appreciating diversity*

- GC-2.1 awareness of first language**
  - a. identify similarities and differences between their first language (or dialect) and Chinese
- GC-2.2 general language knowledge**
  - a. recognize that in any language there are different words for the same thing

### Supporting Outcomes

#### *S-1 Language learning*

- S-1.1 cognitive**
  - a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of words with similar meanings, identify similarities between an aspect of their own language and the language being learned

### Materials

- Paper for creating a simple resource
- Chinese dictionaries

### Alternative Assessment Task

Make an English/Chinese personal dictionary to help remember new vocabulary words. Organize the Chinese words into groups with similar meanings.

## 选词 / Pick a Word

### Performance Task Description

Someone in your Chinese class has mentioned how challenging it has been in grades 4, 5 and 6 to learn so many new Chinese words. Your teacher would like to help you understand that this is a challenge when learning any new language, including English, and would like to be able to address this problem with future students. Explore this idea further and create a helpful resource for Chinese students.

### Instructions

1. Participate in a discussion about groups of different English words that mean the same thing; e.g., vehicle can mean car, auto, truck or van and couch could also be referred to as a sofa, chesterfield or love seat.
2. Think of some similar Chinese examples.

### Examples

- 衣 — 衫
  - 本子 — 簿子
  - 胶水 — 浆糊
  - 棕色 — 咖啡色
3. Working with your classmates and your teacher, create a list of Chinese cognates that you have learned. (Cognates are words that sound or are spelled the same/similarly and have the same meaning.)
  4. Write a short resource in which you point out the similarities and differences between English and Chinese you think would be helpful for a Chinese student to know.
  5. Share your resource with your classmates.

### Evaluation Tools

- Self-assessment
- Rating Scale
- Peer Assessment

**选词 / Pick a Word: Self-assessment**

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

英文词汇	中文词汇	这样如何帮助我学习

我学习到关于其他语言书写系统的知识有 ...

我希望多了解一些关于 ...

## 选词 / Pick a Word: Rating Scale

日期: \_\_\_\_\_

学生 ...	GC-2.1a identify similarities and differences between their first language and Chinese			GC-2.2a recognize that in any language there are different words for the same thing		
	是	差不多	不是	是	差不多	不是
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

## 选词 / Pick a Word: Peer Assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

**GC-2.1a, GC-2.2a, S-1.1a** 我对你的功课的意见是 ...

下面这些项目你做得很好 ...

我从你的资料中了解到 ...

我建议 ...

### Student Response to Peer Assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

当我仔细思考我做的功课时 ...

- 我意识到我做得比较成功的方面是 ...
  
- 我意识到下一次我会 ...

## 我们是谁? / Who Are We?

### Student's Performance Task Description

Your class has been learning about Chinese culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

### Principal Outcomes

#### *GC-2 Appreciating diversity*

- GC-2.4 general cultural knowledge**
  - a. recognize that speakers of the same language may come from different cultural backgrounds
- GC-2.5 valuing diversity**
  - a. engage in activities that reflect other ways of doing things or other perspectives
- GC-2.6 intercultural skills**
  - b. explore how their perspective is shaped by a variety of factors

### Supporting Outcomes

#### *S-3 General learning*

- S-3.1 cognitive**
  - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form to assist with the performance of a learning task; use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- S-3.2 metacognitive**
  - a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher

### Materials

- A chart or other graphic organizer to help students organize information

### Alternative Assessment Task

Interview your family and/or community members to find out about their cultural backgrounds. Be sure to discover which languages your interviewees speak or which languages they may have grown up hearing. Write a short report about what you find out and submit it to your teacher.

## 我们是谁? / Who Are We?

### Performance Task Description

Your class has been learning about Chinese culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

### Instructions

1. As a class, brainstorm information to use when trying to find out about a person's cultural background.

#### Sample ideas

- 我们说的语言是什么?
  - 我们听到的语言是什么?
  - 你有没有住过其他/别的地方?
  - 你的爸爸妈妈和你的爷爷奶奶是在哪里长大的/是什么地方的人?
  - 你/你们庆祝什么节日?
  - 你/你们怎样庆祝感恩节/生日?
2. On your own, find out information about your own cultural background. You may want to ask your parents or other family members to help you.
  3. In class, share your information about your own cultural background with your classmates.
  4. When your classmates are sharing information about their own cultural backgrounds, use a chart to write down one or two pieces of information from each person. (You do not have to write down complete sentences. You can just write key words or ideas.)
  5. After hearing about all of your classmates' cultural backgrounds, reflect, orally or in writing, about what you have learned and what you found particularly interesting.

### Evaluation Tools

- Observation Checklist
- Self-assessment Rating Scale and Feedback
- Self-assessment

## 我们是谁? / Who Are We?: Observation Checklist

日期: \_\_\_\_\_

学生 ...	S-3.2a reflect on their cultural backgrounds and the cultural diversity within the classroom		S-3.1a use graphic representations (e.g., mind maps, charts, diagrams) to record information	
	是	差不多	是	差不多
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

## 我们是谁? / Who Are We?: Self-assessment Rating Scale and Feedback

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

<b>我们是谁? / Who Are We?: Self-assessment Rating Scale</b>				
我会 ...		是	差不多	不是
S-3.1a	<ul style="list-style-type: none"> <li>• formulate key questions</li> </ul>			
S-3.2a	<ul style="list-style-type: none"> <li>• actively participate in class brainstorming</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>• connect what I already know about culture to what I am learning</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>• use supports (e.g., charts, mind maps, diagrams) to make information easier to remember</li> </ul>			
S-3.2a	<ul style="list-style-type: none"> <li>• reflect on what I learned</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>• listen for and record key words and ideas</li> </ul>			
<p>我很自豪 ...</p>   <p>下一次, 我会 ...</p>				
<b>我们是谁? / Who Are We?: Feedback</b>				
评语				

## 我们是谁? / Who Are We?: Self-assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

*GC-2.6b, S-3.2a*

我了解到关于我自己的文化背景知识有 ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*GC-2.4a, GC-2.6b, S-3.2a*

我了解到的关于我的同学们的下列情况让我更好地理解他们 ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*GC-2.6b, S-3.2a*

我发现最有意思的是 ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

我现在理解更准确的是 ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 互访申请 / Exchange Application

### Student's Performance Task Description

There are opportunities for students in your community to participate in exchanges with other countries. To be considered for the exchange, you will complete an application. On the application, you are required to specify the country you would like to visit and prove you have some knowledge about how people live in that country. Gather the information you need for the application.

### Principal Outcomes

<i>GC-2 Appreciating diversity</i>	<input type="checkbox"/> <b>GC-2.4 general cultural knowledge</b> b. recognize some of the factors that affect the culture of a particular region
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> <b>GC-3.2 cultural and linguistic diversity</b> a. identify some countries where there is significant linguistic and cultural diversity

### Supporting Outcomes

<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> a. identify and use a variety of cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning, use charts to make information easier to remember and understand
-----------------------------	--

### Materials

- A graphic organizer

### Alternative Assessment Task

Write a report about a country in which you are interested. In your report, include information about how people live in the country and what languages they speak. Share your report with your teacher and classmates.

## 互访申请 / Exchange Application

### Performance Task Description

There are opportunities for students in your community to participate in exchanges with other countries. To be considered for the exchange, you will complete an application. On the application, you are required to specify the country you would like to visit and prove you have some knowledge about how people live in that country. Gather the information you need for the application.

### Instructions

1. With your teacher's help, create a chart to organize information about a country you have decided to research. Include information about different regions of the country and how living in a particular region affects the lifestyle of the people.

### Examples

地区	食品	衣服	语言	娱乐
城市	<ul style="list-style-type: none"> <li>• get from supermarket</li> </ul>	<ul style="list-style-type: none"> <li>• more fashionable</li> </ul>		<ul style="list-style-type: none"> <li>• movies, theatre, festivals, restaurants</li> </ul>
乡村	<ul style="list-style-type: none"> <li>• grow in garden</li> </ul>	<ul style="list-style-type: none"> <li>• more practical/working clothes</li> <li>• warmer</li> </ul>		<ul style="list-style-type: none"> <li>• community events, family events</li> </ul>
海边	<ul style="list-style-type: none"> <li>• fishing</li> <li>• gardens</li> </ul>	<ul style="list-style-type: none"> <li>• rain gear</li> </ul>		

2. Fill in the information you remember about the country. Do the necessary research to fill in the rest of your chart.
3. Share with your classmates what you have learned about the country and its culture.

### Evaluation Tools

- Self-assessment
- Observation Checklist
- Self-assessment

**互访申请 / Exchange Application: Self-assessment**

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

GC-2.4b, GC-3.2a, S-3.1a

我了解到的新信息有 ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

我发现最有意思的是 ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 互访申请 / Exchange Application: Observation Checklist

日期: \_\_\_\_\_

学生 ...	GC-2.4b recognize some factors that affect the culture of a particular region		GC-3.2c identify some places where there is significant linguistic and cultural diversity	
	是	不是	是	不是
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

## 互访申请 / Exchange Application: Strategies Self-assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

S-3.1a 使用表格可以帮助我整理信息，是因为 ...

在开调查前记住我已经了解的关于某一个话题的信息很有帮助，是因为 ...



## 互访申请 / Exchange Application: Strategies Self-assessment

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

S-3.1a 使用表格可以帮助我整理信息，是因为 ...

在开调查前记住我已经了解的关于某一个话题的信息很有帮助，是因为 ...

## 不同的角度 / A Different Perspective

### Student's Performance Task Description

Your teacher would like each person in your Chinese class to be prepared to act as a buddy to new students. You and your classmates decide to try and see the first day of school through the eyes of new students to best understand what they might need to feel more comfortable. In a small group, you and your classmates will discuss the challenges that new students face and how a student buddy could help with each challenge. Use your findings to decide what the most important duties are for a student buddy and share this information with your teacher.

### Principal Outcomes

#### *GC-2 Appreciating diversity*

- GC-2.5 valuing diversity**
  - a. engage in activities that reflect other ways of doing things or other perspectives
- GC-2.6 intercultural skills**
  - a. reflect on their actions and the consequences of their actions for others

### Supporting Outcomes

#### *LC-3 Interpret and produce written and visual texts*

- LC-3.2 written production**
  - a. produce short, simple written texts in guided situations

#### *S-3 General learning*

- S-3.1 cognitive**
  - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use charts and other graphic representations to make information easier to understand and remember
- S-3.3 social/affective**
  - a. identify and use a variety of social and affective strategies to enhance general learning; e.g., participate in cooperative group-learning tasks

### Materials

- Paper

### Alternative Assessment Task

Grade 6 students in your school are being trained as conflict mediators. As part of your training, you and your classmates need to think about situations you have seen or experienced at school where students were involved in a conflict. Discuss how those who were involved may have felt. Complete this first step of your conflict mediator training with your Chinese class and write a short summary describing the most important things you have learned.

## 不同的角度 / A Different Perspective

### Student's Performance Task Description

Your teacher would like each person in your Chinese class to be prepared to act as a buddy to new students. You and your classmates decide to try and see the first day of school through the eyes of new students to best understand what they might need to feel more comfortable. In a small group, you and your classmates will discuss the challenges that new students face and how a student buddy could help with each challenge. Use your findings to decide what the most important duties are for a student buddy and share this information with your teacher.

### Instructions

1. In a small group, brainstorm challenging situations new students might face; e.g., finding their classroom, recognizing the various school staff, finding places in the school, meeting new people.
2. For each challenging situation, discuss what the student buddy could do to assist new students. Use a T-chart to organize your ideas.

### Example

Challenging Situation	Possible Solution
Finding their classroom	Take the new students on a tour and show them their classrooms

3. With your group, decide the most important things that you have learned. Share your ideas with the class.
4. With your teacher's help, brainstorm and write short phrases that new students can use to meet challenging situations.

### Examples

- 我可不可以上厕所?
  - 请问办公室在哪里?
  - 你可以借 \_\_\_\_\_ 给我吗?
5. Write these phrases in your notebook to use when you are a student buddy to new students.

### Evaluation Tools

- Self-assessment and Goal Setting
- Feedback
- Student Reflections

## 不同的角度 / A Different Perspective: Self-assessment and Goal Setting

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

我会 ...		是	差不多	不是
<b>GC-2.6a, S-3.1a</b>	<ul style="list-style-type: none"> <li>organize our ideas about challenging situations and possible solutions</li> </ul>			
<b>GC-2.5b, S-3.1a</b>	<ul style="list-style-type: none"> <li>help decide the most important things about looking at something from another person's point of view</li> </ul>			
<b>S-3.3a</b>	<ul style="list-style-type: none"> <li>think of challenging situations</li> </ul>			

我很自豪 ...

下一次, 我会提高 ...

不同的角度 / A Different Perspective:  
Feedback

标准:

GC-2.5a engages in activities that reflect other ways of doing things or other perspectives

GC-2.6a reflects on their actions and the consequences of their actions for others

日期: \_\_\_\_\_

亲爱的 \_\_\_\_\_,

下面这些项目你做得很好 ...

我还注意到 ...

下一次, 你或许可以尝试 ...

姓名 \_\_\_\_\_

不同的角度 / A Different Perspective: Student Reflections

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

Let me tell you about my learning

1. Some challenging situations my group thought of were ...
2. **GC-2.5a** Looking at situations from the point of view of new students was interesting because ...
3. **S-3.1a** How I think I could best help a new student would be ...
4. My Chinese classroom survival phrases could help a new student because ...

## 商会 / Chamber of Commerce

### Student's Performance Task Description

The local Chamber of Commerce will hold their meetings in different schools in the area. Your school has been chosen as the site for one of the meetings. Your principal wants to show the members of the Chamber of Commerce how knowledge of Chinese language and culture, and other languages and cultures, can be important in many careers. Your Chinese class will create posters to display in the meeting area that show the usefulness of speaking other languages and knowing about other cultures.

### Principal Outcomes

<i>GC-2 Appreciating diversity</i>	<input type="checkbox"/> <b>GC-2.6 intercultural skills</b> b. explore how their perspective is shaped by a variety of factors
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> <b>GC-3.1 Chinese language and culture</b> a. identify some places that they could visit where Chinese is spoken

### Supporting Outcomes

<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.2 metacognitive</b> a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task
-----------------------------	---

### Materials

- Materials for making posters; e.g., paper, clip art

### Alternative Assessment Task

Your school is preparing for a Career Day. Your Chinese class has been asked to create an electronic slide show presentation or a poster to show how knowledge of Chinese language and culture, and other languages and cultures, is useful in many careers.

## 商会 / Chamber of Commerce

### Student's Performance Task Description

The local Chamber of Commerce will hold their meetings in different schools in the area. Your school has been chosen as the site for one of the meetings. Your principal wants to show the members of the Chamber of Commerce how knowledge of Chinese language and culture, and other languages and cultures, can be important in many careers. Your Chinese class will create posters to display in the meeting area that show the usefulness of speaking other languages and knowing about other cultures.

### Instructions

1. With your classmates, brainstorm different careers in which knowledge of Chinese language and culture is necessary or advantageous; e.g., Chinese teacher, Chinese interpreter, flight attendant.
2. Brainstorm any other careers you can think of in which knowledge of other languages and cultures would be helpful; e.g., working for the federal government, police officer.
3. Using this information, make a plan for a poster. Make sure that on the poster you focus on the importance of knowing both Chinese language and culture and other languages and cultures.
4. On your own or with a partner, decide how you will organize your information. On your poster, include reasons for knowing:
  - Chinese
  - Chinese culture
  - other international languages
  - other cultures.
5. Create your poster and share it with your classmates.

### Evaluation Tools

- Feedback
- Peer Assessment
- Self-assessment Rating Scale

**商会 / Chamber of Commerce: Feedback**

标准:

- GC-3.1a identifies some places they could visit where Chinese is spoken  
GC-2.6b explores how their perspective is shaped by a variety of factors  
S-3.2a identifies and uses metacognitive strategies; e.g., makes a plan, divides tasks into subtasks

日期: \_\_\_\_\_

亲爱的: \_\_\_\_\_

下面这些项目你做得很好 ...

我也注意到 ...

下一次, 你或许想尝试 ...

姓名 \_\_\_\_\_

**商会 / Chamber of Commerce: Peer Assessment**

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

**GC-2.6b, GC-3.1a My reflections on your work**

下面这些项目你做得很好 ...

我从你的资料中了解到 ...

我建议 ...

**Student Response to Peer Assessment**

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

当我仔细思考我做的功课时 ...

- 我意识到我做得比较成功的方面是 ...
  
- 我意识到下一次我会 ...

## 商会 / Chamber of Commerce: Self-assessment Rating Scale

姓名: \_\_\_\_\_

日期: \_\_\_\_\_

你会 ...	是	差不多	不是	评语
GC-3.1a • show how knowing about Chinese language and culture is useful for careers				
GC-2.6a • show how knowing about different languages and cultures is useful for careers				
S-3.2a • make a plan for my poster				

