Course Description:
In the twenty-first century, students must be able to communicate effectively to be productive members of the global society. The following curriculum focuses on teaching Mandarin Chinese for communication, heightening student awareness of cultural perspectives and products, and preparing students to use the target language in day-to-day interactions. Students will be engaged in meaningful, motivating, and cognitively challenging work; they will actively use language each day, and they will be assessed using a variety of assessment strategies. Instruction based on the goals and standards of this curriculum will prepare students to function culturally and linguistically in our global society.

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Unit 1 颜色，衣服（Color & Clothes）

Big Ideas: Course Objectives / Content Statement(s)
Clothing and preferred colors are products that provide cultural and regional insights.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
</table>
| What provocative questions will foster inquiry, understanding, and transfer of learning? | Students will understand that…  
Studying other languages and cultures offers insights into our own. |
| How are daily experiences and traditions in the US and China similar and different? | To understand a speaker, we cannot just translate the words. We need to acquire the meaning that is conveyed through phrasing, intonation, and syntax. |
| How do you communicate effectively with people with different cultural backgrounds in a conversation? |  |
What are current fashions and appropriate clothing for young people in China?

<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many factors such as history, culture and weather affect what clothing is in style and what colors are preferred.</td>
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</tbody>
</table>
### Students will:

<table>
<thead>
<tr>
<th>Communication</th>
<th>Instructional Focus:</th>
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<tbody>
<tr>
<td><strong>Interpretive</strong></td>
<td>- Learn vocabulary, phrases and sentences to describe color and clothes.</td>
</tr>
<tr>
<td>1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.</td>
<td>- Explore how history, culture, and weather affect the shopping patterns and fashions in China.</td>
</tr>
<tr>
<td>2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.</td>
<td>- Compare the differences or similarities of the symbolic meaning of colors and the style of clothes between US and China.</td>
</tr>
<tr>
<td>3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.</td>
<td>- Introduce Chinese currency, RMB, and its exchange rates with US dollars.</td>
</tr>
<tr>
<td>4. Comprehend short conversations and brief written messages on familiar topics.</td>
<td>- Explore how one culture can influence another. (Media, travel)</td>
</tr>
<tr>
<td>5. Connect the learning of the target language to information studied in other core content areas.</td>
<td>- Demonstrate and practice appropriate gestures, body language and intonations used in social interactions for the target language.</td>
</tr>
<tr>
<td>6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from level, and age-appropriate, culturally authentic selections.</td>
<td>- Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics.</td>
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</tbody>
</table>

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<tr>
<th>Interpersonal</th>
<th>Sample Assessments:</th>
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</thead>
<tbody>
<tr>
<td>1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</td>
<td><strong>Interpretive</strong></td>
</tr>
<tr>
<td>2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.</td>
<td>- Use TPR activities and picture file to acquire vocabulary and phrases of colors and clothes.</td>
</tr>
<tr>
<td>3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</td>
<td>- Read supplementary materials related to learning topics and answer questions.</td>
</tr>
<tr>
<td>4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.</td>
<td>- View target language video clips related to the learning topics and answer questions.</td>
</tr>
<tr>
<td>5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.</td>
<td>- Compose questions about authentic passages read in class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational</th>
<th><strong>Interpretive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.</td>
<td>- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.</td>
</tr>
</tbody>
</table>

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**Instructional Focus:**

- Learn vocabulary, phrases and sentences to describe color and clothes.
- Explore how history, culture, and weather affect the shopping patterns and fashions in China.
- Compare the differences or similarities of the symbolic meaning of colors and the style of clothes between US and China.
- Introduce Chinese currency, RMB, and its exchange rates with US dollars.
- Explore how one culture can influence another. (Media, travel)
- Demonstrate and practice appropriate gestures, body language and intonations used in social interactions for the target language.
- Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics.

**Sample Assessments:**

**Interpretive**

- Use TPR activities and picture file to acquire vocabulary and phrases of colors and clothes.
- Read supplementary materials related to learning topics and answer questions.
- View target language video clips related to the learning topics and answer questions.
- Compose questions about authentic passages read in class.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.
- Make a list of your clothes in your closet.
- Identify the colors of items in the classroom and clothes students wear according to commands.
- Convert dollars into RMB using an online conversion table.
- Use a budget to do shopping in a clothes and accessory store using target language.
2. Describe in writing using a guided format people and things from the home/school environment.
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.
4. Tell or write about products of the target culture and simulate common cultural practices.

Cultural

Interpretive
1. Compare daily practices of people in the target culture(s) with their own.
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.
3. Identify aspects of culture presented in photographs, plays, or films.
4. Identify common tangible and intangible cultural products of the target culture(s).

Interpersonal
1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.

Presentational
1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.
2. Describe and reproduce expressive products of the target culture(s).
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.

• View a student produced fashion show and answer related questions.
• View student produced advertisement and answer related questions.

Interpersonal
• Share similarities and differences of your favorite colors and clothes with your classmates.
• Use e-mail or webcam conference to communicate with Chinese students to exchange information about various topics.
• Interview classmate on the clothes in their closet.
• Discuss and compare shopping habits between American and Chinese youth with classmates.
• Design and create a fashion show with a group.
• Design and create a clothes shopping dialogue with your group.
• Improvisational role play at a Chinese market with the emphasis on bargaining skills.
• Create an advertisement to sell an item.

Presentational
• TPR Story telling.
• Design and perform a fashion show.
• Role-play at a clothes and accessory store.
• Create and present an advertisement to sell an item.

Instructional Strategies:

Interdisciplinary Connections
• Group or individual work using various forms such as TPR and TPR story-telling, role play and mini dramas, PowerPoint presentation, fashion show, advertisement and other games to improve understanding and interpretation of Chinese spoken and written language and culture.

Technology Integration
• Use e-mail or webcam conference to
communicate with Chinese students to exchange information about various topics.

- Use Internet to explore authentic resources and information on the various topics.
- Use Chinese software to type Chinese characters and make PowerPoint projects.
- Use Internet to practice listening, pronunciation and reading comprehension.
- Use audio and visual media in teaching.

**Global Perspectives**
- Investigate the differences and similarities of the symbolic meaning of colors and the style of clothes between US and China and include the related information in different projects.
- Recognize the Chinese influence on US and vice versa.

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**Unit 2 天气，假期（Weather & Vacation）**

**Big Ideas: Course Objectives / Content Statement(s)**
Geography and weather are closely associated with each other and have impact on family vacations.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
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</thead>
<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
<tr>
<td>How are daily experiences and traditions in the US and China similar and different?</td>
<td>Students will understand that… Studying other languages and cultures offers insights into our own.</td>
</tr>
<tr>
<td>How do geography and weather affect family vacations?</td>
<td>The geographical position of a place affects the weather of that area. Family vacations are affected to a certain degree by weather and geography.</td>
</tr>
</tbody>
</table>

**Areas of Focus: Proficiencies (Cumulative Progress Indicators)**

**Examples, Outcomes, Assessments**
Students will:

**Communication**

**Interpretive**
1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.
3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.
4. Comprehend short conversations and brief written messages on familiar topics.
5. Connect the learning of the target language to information studied in other core content areas.
6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from level and age-appropriate, culturally authentic selections.

**Interpersonal**
1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

**Presentational**
1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.

**Instructional Focus:**
- Learn vocabulary, phrases and sentences to describe weather and vacations.
- Introduce the geographical features and weather conditions in different regions in China.
- Compare the differences or similarities of weather and vacations between US and China.
- Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics.

**Sample Assessments:**

**Interpretive**
- Use TPR activities and picture file to acquire vocabulary and phrases on weather and seasons.
- Act out or create drawings based on oral descriptions about weather conditions.
- Read supplementary materials related to learning topics and answer questions.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.
- Analyze weather patterns in a target area in China using the information from the Internet.

**Interpersonal**
- Share your favorite weather and vacation place with your classmates.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about various topics.
- Do weather report in Chinese to class.
- Discuss and compare the similarities and differences of the geographical features and weather conditions between US and China.
- Discuss and report weather patterns in a target area in China using the information from the internet.
2. Describe in writing using a guided format people and things from the home/school environment.
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.
4. Tell or write about products of the target culture and simulate common cultural practices.

**Cultural**

**Interpretive**
1. Compare daily practices of people in the target culture(s) with their own.
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.
3. Identify aspects of culture presented in photographs, plays, or films.
4. Identify common tangible and intangible cultural products of the target culture(s).

**Interpersonal**
1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.

**Presentational**
1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.
2. Describe and reproduce expressive products of the target culture(s).
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.

- Discuss how geography and weather affect family vacations in both US and China.

**Presentational**
- TPR Story telling.
- Report weather patterns in a target area in China using the information from the Internet.
- Create and present a PowerPoint project to introduce a favorite place. The seasons and weather condition of the place must be included.

**Instructional Strategies:**

**Interdisciplinary Connections**
- Group or individual work using various formats: such as TPR and TPR story-telling, role play and mini dramas, PowerPoint presentation and games to improve understanding and interpretation of Chinese spoken and written language and culture.

**Technology Integration**
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about various topics.
- Use Internet to explore authentic resources and information on the various topics.
- Use Mac program to type Chinese characters and make PowerPoint projects.
- Use Internet to practice listening, pronunciation and reading comprehension.
- Use audio and visual media in teaching.

**Global Perspectives**
- Investigate the differences and similarities of geography and weather between US and China and include the related information in different projects.
## Unit 3 爱好（Hobbies）

### Big Ideas: Course Objectives / Content Statement(s)
Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.

### Essential Questions
*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How do you communicate effectively with people with different cultural backgrounds when talking about your hobbies?
- How do you keep the conversation going with a native speaker?

### Enduring Understandings
*What will students understand about the big ideas?*

- Students will understand that…
  - The use of paraphrasing can help in unfamiliar situations.
  - Use of learned vocabulary and expressions, and appropriate gestures, body language and intonations will improve the flow of conversation.
  - There are hobbies and familiar activities that are common among many cultures. There are others that are specific to a culture.
  - Understanding that culture will enhance enjoyment or appreciation of the activity.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

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<td>2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.</td>
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<tr>
<td>3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.</td>
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<tr>
<td>4. Comprehend short conversations and brief written messages on familiar topics.</td>
</tr>
<tr>
<td>5. Connect the learning of the target language to information studied in other core content areas.</td>
</tr>
<tr>
<td>6. Demonstrate comprehension of the main idea, and identify the principal characters in</td>
</tr>
</tbody>
</table>

### Examples, Outcomes, Assessments

**Instructional Focus:**
- Learn vocabulary, phrases and sentences to describe hobbies and activities.
- Compare the differences or similarities of young people’s popular hobbies and activities between US and China.
- Explore how one culture can influence another.
- Demonstrate and practice appropriate gestures, body language and intonations used in social interactions for the target language.
- Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics.
- Use Internet to do research on Chinese New Year.

**Sample Assessments:**
readings from age-appropriate, culturally authentic selections.

**Interpersonal**
1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

**Presentational**
1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.
2. Describe in writing using a guided vocabulary people and things from the home/school environment.
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.
4. Tell or write about products of the target culture and simulate common cultural practices.

**Cultural**

**Interpretive**
1. Compare daily practices of people in the target culture(s) with their own.
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.
3. Identify aspects of culture presented in photographs, plays, or films.
4. Identify common tangible and intangible

**Interpersonal**
- Use TPR activities and picture file to acquire vocabulary and phrases on hobbies and activities.
- Act out or create drawings based on oral descriptions about hobbies and activities.
- Read supplementary materials related to learning topics and answer questions.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.
- View pictures or authentic video-clips on hobbies and sports activities and create a dialogue.
- View student produced PowerPoint projects about a sport or movie star and answer related questions.
- Discuss Winter Olympic Games in groups and answer related questions.
- Watch a short video clip of popular sports played in China and answer related questions.
- Online research of Chinese holidays and celebrations.

- Share similarities and differences of your favorite hobbies and activities with your classmates.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about various topics.
- Discuss hobbies and sporting preferences with classmates and Chinese students via e-mail or webcam videoconferencing.
- Exchange information on Winter Olympic Games with classmates and Chinese students via e-mail or webcam videoconferencing.
- Play a sport that is popular in China.
- Create a PowerPoint project to introduce a sport star, a movie star, or an outstanding person of your favorite activity.
- Participate in Chinese New Year Banner
cultural products of the target culture(s).

**Interpersonal**
1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.

**Presentational**
1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.
2. Describe and reproduce expressive products of the target culture(s).
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.

**Competition:** Students in groups design a banner to celebrate Chinese New Year. The banners will be displayed on campus and judges will decide the winner.

**Presentational**
- TPR Story telling.
- Report information on Winter Olympic Games.
- Present a PowerPoint project to introduce a sport star, a movie star, or an outstanding person of your favorite activity.
- Show and tell your favorite activities.
- Present and display Chinese New Year Banner in school and celebrate Chinese New Year.
- Create a greeting card in Chinese and send to a family member or friend.

**Instructional Strategies:**

**Interdisciplinary Connections**
- Group or individual work using various forms such as TPR and TPR story-telling, role play and mini dramas, PowerPoint presentation and other games to improve understanding and interpretation of Chinese spoken and written language and culture.
- Participate in Chinese festival celebration to improve understanding on Chinese culture.

**Technology Integration**
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about various topics.
- Use Internet to explore authentic resources and information on the various topics.
- Use Chinese software to type Chinese characters and make PowerPoint projects.
- Use Internet to practice listening,
pronunciation and reading comprehension.
- Use audio and visual media in teaching.

**Global Perspectives**
- Investigate the differences and similarities of the symbolic meaning of colors and the style of clothes between US and China and include the related information in different projects.
- Recognize the Chinese influence on US and vice versa.
- Participate in the celebration of Chinese cultural events helps students understand the value of Chinese culture in global society.

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<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
<tr>
<td>How are US schools similar and different from those in China?</td>
<td>Asking meaningful questions and sharing insights about your own schools will help you identify the differences and similarities between US and Chinese schools.</td>
</tr>
<tr>
<td>What information will help others understand your experiences better when you discuss your school day?</td>
<td>Pictures, movement, and physical demonstration of words or expressions can help people understand you better.</td>
</tr>
</tbody>
</table>

**Areas of Focus: Proficiencies** *(Cumulative Progress Indicators)*

- **Communication**
  1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.
  2. Recognize common gestures, intonation, 

**Examples, Outcomes, Assessments**

**Instructional Focus:**
- Learn vocabulary, phrases and sentences to describe school courses and schedules.
- Compare the differences or similarities of school practices between US and China.
- Use more complex classroom directions as part of everyday teaching.
- Use authentic Chinese books, magazines, movies, and performances as
and other visual or auditory cues of the target-culture.
3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.
4. Comprehend short conversations and brief written messages on familiar topics.
5. Connect the learning of the target language to information studied in other core content areas.
6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.

**Interpersonal**
1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

**Presentational**
1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.
2. Describe in writing using a guided format people and things from the home/school environment.
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.
4. Tell or write about products of the target culture and simulate common cultural practices.

**Sample Assessments:**

**Interpretive**
- Use TPR activities and picture file to acquire vocabulary and phrases on school practices and courses.
- Act out or create drawings based on oral descriptions about courses.
- Read supplementary materials related to learning topics and answer questions.
- View target language video clips related to the learning topics and answer questions.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.
- Listen to other students’ course schedules and ask and answer related questions.
- Attend a seminar by an outside speaker from the Chinese community on Chinese language, culture and society and ask and answer related questions.

**Interpersonal**
- Share similarities and differences of your favorite courses with your classmates.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about various topics.
- Interview a classmate on his/her class schedule.
- Interview an outside speaker from the Chinese community.

**Presentational**
- TPR Story telling.
- Create and display your course schedule in Chinese.

**Instructional Strategies:**

**Interdisciplinary Connections**
- Group or individual work using various
Cultural Interpretive
1. Compare daily practices of people in the target culture(s) with their own.
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.
3. Identify aspects of culture presented in photographs, plays, or films.
4. Identify common tangible and intangible cultural products of the target culture(s).

Interpersonal
1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.

Presentational
1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.
2. Describe and reproduce expressive products of the target culture(s).
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.

forms such as TPR and TPR story-telling, role play and mini dramas, PowerPoint presentation, holiday celebration and competition, and other games to improve understanding and interpretation of Chinese spoken and written language and culture.
• Interview outside speaker from the Chinese community to gain knowledge on Chinese language, culture and society.

Technology Integration
• Use e-mail or webcam conference to communicate with Chinese students to exchange information about various topics.
• Use Internet to explore authentic resources and information on the various topics.
• Use Mac software to type Chinese characters and make PowerPoint projects.
• Use Internet to practice listening, pronunciation, and reading comprehension.
• Use audio and visual media in teaching.

Global Perspectives
• Investigate the differences and similarities of school structures and educational practices between Chinese and US schools.
• Interview a speaker from Chinese community help students gain first-hand experience on Chinese language and culture.

Unit 5 学校（School Campus）

Big Ideas: Course Objectives / Content Statement(s)
Effective communication requires facility with multiple communication modes and in various situations.

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<td>What will students understand about the big ideas?</td>
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<tr>
<td>How does culture affect how we ask for and</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>Asking meaningful questions, using</td>
<td></td>
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<tr>
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</table>

...
**Give directions?**

How do Chinese people communicate using current technology?

Appropriate technology, and good listening skills will help you identify and understand the differences and similarities between US and Chinese schools.

Good manners help people communicate with each other effectively.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

#### Examples, Outcomes, Assessments

**Instructional Focus:**
- Learn vocabulary, phrases and sentences to describe school and location.
- Compare the differences or similarities of school campus between US and China.
- Introduce Chinese education system.
- Explore how one culture can influence another.
- Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics.
- Use more complex classroom directions as part of everyday teaching.
- Introduce and practice different telephone situations, texting.
- Visit a museum to gain first hand experience on Chinese culture.

**Sample Assessments:**

**Interpretive**
- Use TPR activities and picture file to acquire vocabulary and phrases on places and locations.
- Act out or create drawings based on oral descriptions about places and locations.
- Read supplementary materials related to learning topics and answer questions.
- View target language video clips related to the learning topics and answer questions.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures as a helper to understand the meanings of characters and vocabulary.
- Listen to telephone conversations and answer related questions.

#### Communicate

**Interpersonal**
- Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
- Participate in guided conversations on a variety of familiar topics and/or topics

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<table>
<thead>
<tr>
<th>Students will:</th>
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<tbody>
<tr>
<td>Communication</td>
<td><strong>Interpretive</strong></td>
</tr>
<tr>
<td>1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.</td>
<td>1. Learn vocabulary, phrases and sentences to describe school and location.</td>
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<tr>
<td>2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.</td>
<td>2. Compare the differences or similarities of school campus between US and China.</td>
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<tr>
<td>3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.</td>
<td>3. Introduce Chinese education system.</td>
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<td>4. Comprehend short conversations and brief written messages on familiar topics.</td>
<td>4. Explore how one culture can influence another.</td>
</tr>
<tr>
<td>5. Connect the learning of the target language to information studied in other core content areas.</td>
<td>5. Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics.</td>
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<tr>
<td>6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.</td>
<td>6. Use more complex classroom directions as part of everyday teaching.</td>
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</tbody>
</table>

**Instructional Focus:**
- Learn vocabulary, phrases and sentences to describe school and location.
- Compare the differences or similarities of school campus between US and China.
- Introduce Chinese education system.
- Explore how one culture can influence another.
- Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics.
- Use more complex classroom directions as part of everyday teaching.
- Introduce and practice different telephone situations, texting.
- Visit a museum to gain first hand experience on Chinese culture.

**Sample Assessments:**

**Interpretive**
- Use TPR activities and picture file to acquire vocabulary and phrases on places and locations.
- Act out or create drawings based on oral descriptions about places and locations.
- Read supplementary materials related to learning topics and answer questions.
- View target language video clips related to the learning topics and answer questions.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures as a helper to understand the meanings of characters and vocabulary.
- Listen to telephone conversations and answer related questions.
studied in other core content areas.
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

**Presentational**
1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.
2. Describe in writing using a guided format people and things from the home/school environment.
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.
4. Tell or write about products of the target culture and simulate common cultural practices.

**Cultural**

**Interpretive**
1. Compare daily practices of people in the target culture(s) with their own.
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.
3. Identify aspects of culture presented in photographs, plays, or films.
4. Identify common tangible and intangible cultural products of the target culture(s).

**Interpersonal**
1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.

**Presentational**
1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.
2. Describe and reproduce expressive

- Participate in a scavenger hunt within the school using directions in Chinese.
- Visit a museum on Chinese culture

**Interpersonal**
- Give directions about one of your favorite places to your classmates.
- Work with a group of students to make a map of SHS and write directions of classrooms and other facilities on campus in Chinese.
- Make telephone calls to classmates in Chinese.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about various topics.
- Visit a museum of Chinese culture and exchange thoughts.

**Presentational**
- TPR Story telling.
- Create a scavenger hunt within the school using directions in Chinese.
- Present a PowerPoint project to introduce a part of the campus, including the name, location, and function of the rooms or facilities.
- Make telephone calls in Chinese under different situations.
- Give directions to one of your favorite places.
- Investigate SHS campus and work with a group to make a map and directions of classrooms and other facilities on campus.

**Instructional Strategies:**

**Interdisciplinary Connections**
- Group or individual work using various forms such as TPR and TPR story-telling, role play and mini dramas, PowerPoint presentation, scavenger hunt and other games to improve understanding and interpretation of Chinese spoken and written language and culture.
products of the target culture(s).
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.

- Visit a museum to gain first hand experience on Chinese culture.

**Technology Integration**
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about various topics.
- Use Internet to explore authentic resources and information on the various topics.
- Use Chinese software to type Chinese characters and make PowerPoint projects.
- Use Internet to practice listening, pronunciation and reading comprehension.
- Use audio and visual media in teaching.

**Global Perspectives**
- Investigate the differences and similarities of the symbolic meaning of colors and the style of clothes between US and China and include the related information in different projects.
- Visit a museum to gain first hand experience on Chinese culture.

**Texts and Resources:**
Chinese Made Easy II: Textbook, workbook, CD
Chinese Essentials: What and How
Teaching Chinese as a Foreign Language
The Way of Chinese Characters
Interests and Hobbies
Practical Chinese Games
Chinese Festivals
Chinese New Years for Kids
Chinese Culture Resource Book
Chinese-tool.com
YellowBridge.com