Course of Study

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. Instructions based on the goals and standards of this curriculum will prepare students to function culturally and linguistically in our global society.

<table>
<thead>
<tr>
<th>Standard 7.1 World languages</th>
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</thead>
<tbody>
<tr>
<td>All Students will be able to use a world language in addition to English and 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.</td>
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</tbody>
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Unit 1 身体 （The Body）

Big Ideas: Course Objectives / Content Statement(s)
Many perceptions and practices related to the human body are shared across cultures; others are culture specific. Students will identify similarities and differences between individual identity in the United States and in China through perspectives on self-description and clothing styles.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</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>
</tbody>
</table>

- How do we communicate effectively with other people?
- How do Chinese people view and describe physical appearance and actions of the body differently or similarly to Americans?
- Do Chinese people communicate with doctors the same way as Americans?

Students will understand that…

- Studying other languages and cultures offers insights into our own culture. Communicating with others effectively requires cultural knowledge and communication skills and strategies.
- There are perceptions of and expressions used to describe the human body that are common among many cultures. There are others that are specific to a culture. Understanding that culture will enhance communication and improve the flow of conversation.
<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Instructional Focus:</td>
</tr>
<tr>
<td>7.1.NM.A.1 Recognize familiar spoken or written words and</td>
<td>Students will…</td>
</tr>
<tr>
<td>phrases contained in culturally authentic materials using</td>
<td>• Learn to recognize and use</td>
</tr>
<tr>
<td>electronic information sources related to targeted themes.</td>
<td>vocabulary, phrases and</td>
</tr>
<tr>
<td>7.1.IL.A.2 Demonstrate comprehension of oral and written</td>
<td>sentences to describe physical</td>
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<tr>
<td>instructions connected to daily activities through</td>
<td>appearance, names of body parts,</td>
</tr>
<tr>
<td>appropriate responses.</td>
<td>and actions of body. Explore</td>
</tr>
<tr>
<td>7.1.NM.A.2 Demonstrate comprehension of simple, oral and</td>
<td>how history and culture affect</td>
</tr>
<tr>
<td>written directions, commands, and requests through</td>
<td>the Chinese people’s view on</td>
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<tr>
<td>physical response.</td>
<td>physical appearance and</td>
</tr>
<tr>
<td>7.1.IL.A.3 Compare and contrast the use of verbal and</td>
<td>description on human body and</td>
</tr>
<tr>
<td>non-verbal etiquette (i.e., the use of gestures, intonation,</td>
<td>actions of body.</td>
</tr>
<tr>
<td>and cultural practices) in the target culture(s) and in one’s</td>
<td>• Describe daily routines of</td>
</tr>
<tr>
<td>own culture.</td>
<td>health and beauty. Compare the</td>
</tr>
<tr>
<td>7.1.NM.A.4 Identify familiar people, places, and objects</td>
<td>differences or similarities of</td>
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<tr>
<td>based on simple oral and/or written descriptions.</td>
<td>the perceptions of physical</td>
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<tr>
<td>7.1.IL.A.4 Use the target language to describe people,</td>
<td>appearance and description of</td>
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<tr>
<td>places, objects, and daily activities learned about through</td>
<td>actions of body between US and</td>
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<tr>
<td>oral or written descriptions.</td>
<td>China.</td>
</tr>
<tr>
<td>7.1.IL.A.5 Demonstrate comprehension of conversations and</td>
<td>• Demonstrate and practice</td>
</tr>
<tr>
<td>written information on a variety of topics.</td>
<td>appropriate gestures, body</td>
</tr>
<tr>
<td>7.1.IL.A.6 Identify the main idea, theme, and</td>
<td>language and intonations used</td>
</tr>
<tr>
<td>Use the target language to communicate with medical</td>
<td>in social interactions.</td>
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<tr>
<td>personnel and/or family / emergency workers regarding</td>
<td>• Identify Chinese medical</td>
</tr>
<tr>
<td>injuries or illness.</td>
<td>resources’ sites and personnel.</td>
</tr>
<tr>
<td>Use authentic Chinese books, magazines,</td>
<td>Introduce Chinese medical</td>
</tr>
<tr>
<td></td>
<td>system, including the operation</td>
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</tbody>
</table>
most supporting details in readings from age-and level-appropriate, culturally authentic materials.
7.1.II.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

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 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, movies, Internet resources, and performances as supplementary materials to learn about the related topics.

Sample Assessments:

Interpretive
- Use TPR activities and picture file to acquire vocabulary and phrases related to human body and the actions of body.
- 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.
- Identify the body parts according to commands.
- Make a list of common illness and the symptoms in the target language.
- Make a list of your favorite athletes and their sport actions.
- View a student produced show (visiting a doctor) and answer related questions.

Interpersonal
- Share similarities and differences of your favorite athletes and their sport actions with your classmates.
- Interview classmate on one of their doctor visiting experiences.
- Use e-mail or webcam conference to communicate with Chinese students to exchange opinions on the physical appearance and body actions of their favorite athletes or movie stars. They can also discuss their different doctor visiting experiences.
- Design and create scenario cards with sport injury or illness with a group.
- Design and create a show on visiting doctors with your group.
- Improvisational role play at a Chinese me
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 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.

communication between doctors and patients.

**Presentational**
- TPR Story telling.
- Create a Chinese Rap to describe sport actions.
- Design and perform a show on visiting doctors.
- Role-play at a Chinese hospital or clinic.
- Display scenario cards with sport injury or illness.

**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, role play and show, 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 and scenario cards.
- 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 points of views on physical appearance and human body and doctor visiting experiences between US and China and include the related information in different projects.
- Recognize the Chinese influence on US and vice versa.
### Unit 2 中，西菜式（Chinese and Western Foods）

**Big Ideas: Course Objectives / Content Statement(s)**
Different types of foods are products that provide cultural and regional insights of the target culture. Students will become familiar with the variety of Chinese foods available in the United States and in different provinces in China. Students will identify family favorites and Chinese favorites to identify tastes and preferences.

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<tr>
<td><strong>What provocative questions will foster inquiry, understanding, and transfer of learning?</strong></td>
<td><strong>What will students understand about the big ideas?</strong></td>
</tr>
<tr>
<td>How is Chinese food different from or similar to Western food?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>How can food connect us to students in other countries?</td>
<td>Studying other languages and cultures offers insights into our own.</td>
</tr>
<tr>
<td>How does one culture influence another through foods?</td>
<td>Many factors such as history, culture, weather, and geography affect what foods people eat and prefer.</td>
</tr>
<tr>
<td></td>
<td>The types and preference of food in different areas are changing as the result of the increasing changes and interconnection of today’s world.</td>
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<tr>
<td></td>
<td>Food can serve as a shared interest for communication.</td>
</tr>
</tbody>
</table>

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

### Examples, Outcomes, Assessments
**Cumulative Progress Indicators:**

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in *culturally authentic materials* using *electronic information sources* related to targeted themes.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.1 Identify the main idea and most supporting details contained in *culturally authentic materials* using *electronic information sources* related to targeted themes.

7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, *culturally authentic materials*.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.B.1 Use *digital tools* to participate in short conversations and to exchange information related to targeted themes. Oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or

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**Instructional Focus:**

**Students will...**

- Use vocabulary, phrases and sentences to order basic Chinese and western foods.

- Compare Chinese currency, RMB, and its exchange rates with US dollars.

- Demonstrate and practice appropriate manners, gestures, body language and intonations used in social interactions for the target language.

- Compare the differences or similarities of Chinese and western foods.

- Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics.

- Explore how one culture can influence another.

- Communicate with other students regarding favorite foods and restaurants.

- Use Internet to do research on the social, economic and cultural influences on the changes of foods.

- Exchange information with Chinese speaking students.

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**Sample Assessments:**

**Students will...**

**Interpretive**

- Use TPR activities and picture file to acquire vocabulary and phrases on the
topics studied in other content areas.

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

**Communication**

**Interpretive**  
1. Demonstrate comprehension of a series of oral directions, commands, and requests names of basic Chinese and western foods, dining utensils, and the expressions to order food.

- Act out or create drawings based on oral descriptions about different types of foods.
- Read supplementary materials such as the menus from Chinese or western restaurants and answer questions.
- Compare and analyze menus, dining habits, and the ways of ordering foods between a Chinese restaurant and a western one.
- Convert dollars into RMB using an online conversion table.
- 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.

**Interpersonal**  
- Share opinion on favorite Chinese or western foods with classmates.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about favorite foods.
- Interview classmate on favorite Chinese food or western food.
- Exchange information with a group of students about dining experience in a Chinese restaurant: name of the restaurant, the food you ordered (including the quantity and the measures words), and how you like the food.
- Design and create a show about dining in a Chinese or western restaurant with group.
- Improvisational role-play at a Chinese restaurant with the emphasis on ordering food and paying bill skills.
- Discuss and compare the differences or similarities of the Chinese food from a type of western food.
- Discuss and report a type of Chinese food in China using the information from the Internet.
- Discuss how the economic and cultural
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.
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 exchange and collaboration among different countries affect food in both China and western world.

**Instructional Strategies:**

- **Interdisciplinary Connections**
  - Group or individual work using various formats: such as TPR and TPR storytelling, 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 Chinese and western foods.
  - Investigate and analyze how the economic and cultural exchange and collaboration among different countries affect the
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.

changes of food in both China and western world.

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**Unit 3 饮食和健康（Diet and Health）**
Big Ideas: Course Objectives / Content Statement(s)
Many viewpoints and practices related to diet and health are shared across cultures; others are culture specific. Students will develop the skills and knowledge to better Chinese perspectives on healthy habits. Students will be able to negotiate health issues by better understanding the accepted synthesis of Eastern and Western medical practices and perspectives in many Chinese communities.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
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</thead>
<tbody>
<tr>
<td>How do we connect with other people?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>How do Chinese people view the topic of diet and health differently and / or similarly to Americans?</td>
<td>We are all interconnected in today’s world.</td>
</tr>
<tr>
<td>Do Chinese students enjoy the same diet as American students?</td>
<td>Connecting with others effectively requires cultural knowledge and communication skills and strategies.</td>
</tr>
<tr>
<td>Are Chinese students as healthy as American students?</td>
<td>Diet and health can serve as a shared interest for communication</td>
</tr>
</tbody>
</table>

Enduring Understandings
What will students understand about the big ideas?

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

| Examples, Outcomes, Assessments |

7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.II.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

Students will:

- Use vocabulary, phrases and sentences related to diet and health, including the names of vegetables, fruits and snacks, and their nutrition facts as related to the food pyramid.

- Explore how history and culture affect the Chinese people’s view on diet and health.

- Compare the differences or similarities of the viewpoints of diet and health between Americans and Chinese.
7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

- Explore how one culture can influence another.

- Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics.

- Use Internet to do research on the differences and/or development and changes of the viewpoints of diet and health.

- Share that perspective with others

- Evaluate if your diet is healthy according to the food pyramid and decide how you are changing your diet.

Sample Assessments:

**Interpretive**

- Use TPR activities and picture file to acquire vocabulary and phrases related to diet and health, including the names of vegetables, fruits, and snacks, and the basic terms in food pyramid.

- Create drawings based on oral descriptions about a person’s diet including vegetables, fruits, and snacks.

- 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.

- Make a list of common vegetables, fruits, and snacks in the target language.

- Make a list of your favorite vegetables, fruits, and snacks in the target language.

- 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.
7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

**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 age-appropriate, culturally authentic selections.

**Interpersonal**
1. Give and follow a series of oral directions,

- View pictures or authentic video-clips on diet and health and be prepared to communicate.
- View student produced PowerPoint projects about a person’s diet and answer related questions.

**Presentational**
- TPR Story telling.
- Report information on Winter Olympic Games.
- Present a PowerPoint project on diet. Compare it to the food pyramid and a plan to improve health by modifying diet.
- Show and tell favorite vegetables, fruits, and snacks.
- Group report to the class about the research result of a familiar or famous person’s diet.
- Report to the class the differences and similarities of the opinions on diet and health between Chinese and Americans.
- Create a food pyramid in Chinese and send it to a Chinese-speaking student. Ask for feedback.
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.

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

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**Instructional Strategies:**

**Interdisciplinary Connections**

- Group or individual work using various forms such as TPR and TPR story-telling, PowerPoint presentation and Internet research 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 and opinions on diet and health.

- 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 opinions on diet and health between US and China.

- Investigate and analyze how the economic development and cultural exchange and collaboration among different countries affect the changes of ideas on diet and health in both China and other countries.

- Recognize the Chinese influence on US and vice versa on the topic of diet and health.
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.

### Unit 4 买东西 (Purchasing/Shopping)

**Big Ideas: Course Objectives / Content Statement(s)**

All transactions require facility with language and culture. Students will use digital and hard authentic resources to practice the necessary language and to experience on-line shopping in the target culture, as well as local shopping in a Chinese community.

<table>
<thead>
<tr>
<th><strong>Essential Questions</strong></th>
<th><strong>Enduring Understandings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What provocative questions will foster inquiry, understanding, and transfer of learning?</em></td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>How do you communicate effectively with people with different social and cultural backgrounds in various situations?</td>
<td>To understand a speaker, we cannot just translate the words. We need to acquire the meaning that is conveyed through phrasing, intonation, and syntax.</td>
</tr>
<tr>
<td>How are shopping habits and experiences in the US and China similar or different?</td>
<td>Appropriate manners, gestures, body language and intonations used in social interactions can help people communicate more effectively and understand each other better.</td>
</tr>
<tr>
<td>What communication skills and information will help others better understand your needs and ideas when you go shopping?</td>
<td>Many factors such as history and culture affect the specific shopping habits and experiences formed in a country or region.</td>
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</tbody>
</table>

### Areas of Focus: Proficiencies

Examples, Outcomes, Assessments
### (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th></th>
<th>Students will…</th>
</tr>
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<tbody>
<tr>
<td>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</td>
<td>• Use vocabulary, phrases and sentences related to shopping experience including the basic types of necessary goods, the goods that are on sale, and how to bargain in the market.</td>
</tr>
<tr>
<td>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</td>
<td>• Demonstrate and practice appropriate manners, gestures, body language and intonations used in Chinese stores and markets.</td>
</tr>
<tr>
<td>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</td>
<td>• Learn how to purchase various goods and to bargain for a better price in Chinese stores and markets.</td>
</tr>
<tr>
<td>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</td>
<td>• Become familiar with Chinese currency, RMB, and its exchange rates with US dollars.</td>
</tr>
<tr>
<td>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
<td>• Compare the differences or similarities of shopping habits and experiences between US and China.</td>
</tr>
<tr>
<td>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</td>
<td>• Use authentic Chinese books, magazines, movies, and the Internet as supplementary materials to teach the related topics.</td>
</tr>
<tr>
<td>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</td>
<td>Sample Assessments:</td>
</tr>
<tr>
<td>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</td>
<td><strong>Interpretive</strong></td>
</tr>
<tr>
<td>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</td>
<td>• Use TPR activities and picture files to acquire vocabulary and phrases that related to shopping experience including the basic types of goods that people need to buy, the goods that are on sale, and how to bargain in the market.</td>
</tr>
<tr>
<td></td>
<td>• Act out or create drawings based on oral descriptions about different shopping experiences.</td>
</tr>
</tbody>
</table>
7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.
7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

**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 age-appropriate, culturally appropriate materials.

**Interpersonal**
- Make a list of the goods you buy frequently.
- Read supplementary materials such as advertisements in Chinese newspapers and magazines and answer questions.
- View target language video clips such as TV commercials 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.
- Compare and analyze commercial advertisements, shopping habits, customers’ ways of shopping, bargaining process, and customer service in a Chinese store and a western one.
- Convert dollars into RMB using an online conversion table.
- Make a budget to do clothes and accessory shopping using target language.
- View student produced shopping scenarios and answer related questions.
- View student produced advertisements and answer related questions.

**Presentational**
- TPR Story telling.
- Role-play at a store or market.
- Create and present an advertisement to sell an item.

- Share similarities and differences of a shopping experience with classmates.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about shopping habits and experiences.
- Interview a classmate on shopping experience.
- Discuss and compare shopping habits and experiences between American and Chinese youth with classmates.
- Design and create shopping scenarios with a group.
- Improvisational role-play at a Chinese store or market with the emphasis on bargaining skills.
- Create an advertisement to sell an item.
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.

**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).

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**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.

**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 shopping habits and experiences between China and US.
- Analyze the historical and cultural influences on people’s daily behavior and on the economic and commercial activities of people in different countries or regions.
- Recognize the Chinese influence on US and vice versa.
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.

Unit 5 居住环境（Living Environment）

Big Ideas: Course Objectives / Content Statement(s)
Housing arrangements and the living environment reflect the economic, social, and cultural conditions of a region. The home environment and cultural perspectives both have an impact on how people communicate and connect with each other.

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

Enduring Understandings
What will students understand about the big ideas?

Students will understand that…

Many factors such as economic development, social changes and culture affect the specific housing arrangements and living environment of a region.

Housing arrangements and living environment have impact on how people communicate and connect with each other.

Asking meaningful questions is as important as giving clear directions and answers for people to communicate with each other effectively.

How do housing arrangements and living environment affect how people connect and communicate with each other?

How are the housing arrangements and living environments in China and US similar or different?

How are the traditional Chinese housing arrangements and living environment different from or similar to the contemporary ones?

How do economic development, social changes and culture affect our living environment?
<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
</table>
| 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. | **Instructional Focus:**  Students will…  
- Use vocabulary, phrases and sentences to describe home, house, location and direction. |
| 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.  
7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age-and level-appropriate, **culturally authentic materials**.  
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. | - Learn how to read and write advertisement to find suitable living places.  
- Compare the differences or similarities of housing arrangements and living environment between US and China.  
- Compare traditional Chinese housing (e.g., *si-he-yuan* 四合院) and its impact on people’s relationship with each other with the diverse stock in the U.S.  
- Explore how economic development, social changes, and culture affect the specific housing arrangements and living environment in China.  
- Use authentic Chinese books, magazines, and videos as supplementary materials to teach the related topics.  
- Create a multi-media comparison of a traditional and modern Chinese home.  
- Use more complex classroom directions as part of the teaching for giving directions. |
| 7.1.IL.A.1 Identify the main idea and most supporting details contained in **culturally authentic materials** using **electronic information sources** related to targeted themes. | **Sample Assessments:**  
**Interpretive**  
- Use TPR activities and picture file to acquire vocabulary and phrases on houses/apartments and locations.  
- Act out or create drawings based on oral descriptions about house/apartments and locations.  
- Further familiarize with the expressions of giving directions.  
- Draw a picture and make a list of the rooms in a home. |
| 7.1.IL.B.1 Use **digital tools** to participate in short conversations and to exchange information related to targeted themes.  
7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.  
7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.  
7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  
7.1.IL.C.1 Use knowledge about **cultural** |
products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

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 age-appropriate, culturally authentic selections.

Interpersonal
1. Give and follow a series of oral directions,

Presentational
- Read supplementary materials such as advertisements for purchasing or renting houses/apartments in Chinese newspapers and magazines and answer questions.
- View target language video clips related to housing arrangements and living environment 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.
- Participate in a scavenger hunt within the school using directions in Chinese.
- View other students’ I Movie or PowerPoint project on their homes and answer related questions.
- View student produced advertisement for buying/selling or leasing a place and answer related questions.

Interpersonal
- Draw a detailed map of a home (your real home or an imaginary home) and describe the locations of each room to your classmates.
- Give directions on how to arrive to a home to your classmates.
- Work with a group of students to create an advertisement to buy/sell or lease a home.
- Create an I Movie or PowerPoint project about a traditional and modern Chinese home.
- Share similarities and differences of your favorite room in your home with your classmates.
- Interview a classmate on his/her living places.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about their living places and environment.
- Discuss and compare housing arrangements and living environment between US and China with classmates.
- Improvisational role play as a realtor.

Presentational
- TPR Story telling.
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.

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

- Create a scavenger hunt within the school using directions in Chinese.
- Present an I Movie or a PowerPoint project to introduce a home, including the name, location, and function of each room in the home and how to arrive at the home.
- Present the advertisement of buying/selling or leasing a living place.

Instructional Strategies:

Interdisciplinary Connections
- Group or individual work using various forms such as TPR and TPR story-telling, role play and mini dramas, I movie, PowerPoint presentation, scavenger hunt 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 I movie or 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 living arrangements and living environment between US and China and include the related information in different projects.
- Compare the reasons and results of the changes of the housing arrangements and living environment and its impact on how people connect and communicate with each other in both China and US.
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.

**Texts and Resources:**
Chinese Made Easy III: Textbook, workbook, CD
Chinese Link
Integrated Chinese
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