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.

**Standard 7.1 World languages**
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.

**Unit 1 节日与庆典（Festivals and Ceremonies）**

**Big Ideas: Course Objectives / Content Statement(s)**
An introduction of traditional Chinese festivals and the comparison of these festivals with the Western festivals in Chinese language provide authentic materials and further cultural and linguistic insights of the target culture. Students will understand the uniqueness and diversity of the cultures and language of China. They will also identify similarities and differences between Western culture and Chinese culture.

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

- What are some of the characteristics of major traditional Chinese festivals and ceremonies?
- What are some of the similarities and differences between traditional Chinese festivals and Western ones?
- How do we communicate effectively with other people who have different cultural backgrounds from us under different social circumstances?

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

- 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.
- Each country has its own uniqueness and diversity of cultures. Understanding that culture will enhance communication and improve the flow of conversation.
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<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
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<tr>
<td>Students will:</td>
<td>Instructional Focus: Students will…</td>
</tr>
<tr>
<td>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in <strong>culturally authentic materials</strong> using <strong>electronic information sources</strong> related to targeted themes.</td>
<td>• Learn to recognize and use vocabulary, phrases and sentences to describe and discuss the origin, development, and features of the traditional Chinese festivals and ceremonies. Compare the differences and similarities of the festivals and traditions between US and China.</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>• Learn to recognize and use the most commonly used vocabulary, phrases and sentences in celebrating traditional Chinese festivals (such as the lucky phrases used in Chinese New Year), and recognize and understand the meaning and influence of the specific practices and activities in different ceremonies.</td>
</tr>
<tr>
<td>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <strong>physical response</strong>.</td>
<td>• Learn how to speak and write appropriately in different social occasions such as inviting people to a birthday party, asking someone to help you, and writing a thank you note. Compare the differences and similarities of social contacts between Chinese and Americans.</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 <strong>cultural practices</strong>) in the target culture(s) and in one’s own culture.</td>
<td>• Demonstrate and practice appropriate gestures, body language and intonations used in social interactions.</td>
</tr>
<tr>
<td>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td>• Use authentic Chinese books, magazines, movies, and performances as supplementary materials to learn the related topics.</td>
</tr>
<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>• Explore how one culture can influence another.</td>
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<tr>
<td>7.7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</td>
<td>• Use Internet to do research on the uniqueness and diversity of the cultures of China.</td>
</tr>
<tr>
<td>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age-</td>
<td>• Exchange information with Chinese speaking students.</td>
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and level-appropriate, **culturally authentic materials**.

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

**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

**Sample Assessments:**
- Research, design and create an iMovie or PowerPoint project comparing a US festival to a Chinese one with a partner.
- Write an invitation in Chinese to a classmate for your birthday party and deliver the invitation in person to the person. The person who receives the invitation will write a reply including if he or she will attend the party, the reason if he or she cannot attend the party, and thank the person who invites him or her.

**Instructional Strategies:**

**Interpretive**
- Use TPR activities, picture file, maps and dictionary to acquire vocabulary and phrases related to major Chinese and Western festivals and ceremonies, and social interactions.
- 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 lists of major Chinese and Western festivals and ceremonies and social occasions in the target language.
- View other students’ projects (iMovie or PowerPoint) (comparing a Chinese festival to a Western one), and answer related questions.

**Interpersonal**
- Share similarities and differences among the Western festival of your choice and a Chinese one – Include their origin,
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 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.

• Interview classmate on their favorite festival and their experience of participation in the activities to celebrate the festival.
• Use e-mail or webcam conference to communicate with Chinese students to exchange opinions and experiences on the traditional festivals and ceremonies in both or either countries.

Presentational
• TPR Story telling.
• Create a Chinese Rap to describe the characteristics of major Chinese or Western festivals.
• Design and present an iMovie or PowerPoint project comparing a US festival to a Chinese one in class.
• Display and present the invitation for birthday party and the reply in class.

Interdisciplinary Connections
• Group or individual work using various forms such as TPR and TPR story-telling, iMovie or PowerPoint presentation, note writing and display, 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 iMovie or PowerPoint projects.
• Use Internet to practice listening, pronunciation and reading
• Use audio and visual media in teaching.

Global Perspectives
• Investigate the differences and similarities of the points of views on major festivals and ceremonies, the similar and different types of festivals between China and the Western world, and include the related information in different projects.
• Recognize the Chinese influence on Western world and vice versa.

Unit 2 时事与娱乐（Current Events and Entertainment）

Big Ideas: Course Objectives / Content Statement(s)
The forms of news media and entertainment have been undergoing great changes, particularly with the invention of Internet. These changes have an impact on how people communicate and connect with each other. Students will use digital and hard authentic resources to practice the necessary language skills and develop the knowledge to better understand Chinese perspectives and practices on news media and entertainment.

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

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<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does new technology, particularly the invention of Internet, affect the way people communicate with each other?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>How do the changes of the forms of news media and entertainment influence our daily life?</td>
<td>New technology such as Internet exerts great impacts on our daily life including the way we communicate with each other and our leisure and entertainment time.</td>
</tr>
<tr>
<td>How are the forms of news media and entertainment in China different from or similar to that in US?</td>
<td>Different forms of news media, such as Internet, newspaper, TV and broadcast, provide valuable information for us to know and understand other people with different cultural backgrounds.</td>
</tr>
<tr>
<td>What skills and knowledge do we need to have when we try to understand people who have different culture from us?</td>
<td>Knowing other languages and culture helps us better use the different news media to get useful information and communicate with other people.</td>
</tr>
<tr>
<td>How are celebrities in China different from or similar to those in US?</td>
<td>The young people in China do lots of activities in their leisure time similar to the youth in US. They also like some specific activities.</td>
</tr>
</tbody>
</table>
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

**Instructional Focus:**

Students will…

- Learn to recognize and use vocabulary, phrases and sentences to describe and discuss the different forms of news media in China, and their influence in people’s daily life. Compare the differences and similarities of the news media between US and China.

- Learn to recognize and use vocabulary, phrases and sentences to describe and discuss the different forms of Chinese people's leisure and entertainment life. Compare the differences and similarities between Chinese entertainment and Western entertainment.

- Learn to recognize and use vocabulary, phrases and sentences to describe and discuss some of Chinese celebrities. Compare the differences and similarities between Chinese celebrities and American celebrities.

- Use authentic Chinese news media and entertainment such as Internet, newspaper, TV, broadcast, books, magazines, movies, and performances as supplementary materials to learn the related topics.

- Explore how one culture can influence another.

- Exchange information with Chinese speaking students.

**Sample Assessments:**

Students will…

- Design and create an iMovie or
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 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

PowerPoint project comparing a US celebrity to a Chinese celebrity with a partner.

- Present the research on Chinese leisure and entertainment life and the comparison of the Chinese entertainment forms to US entertainment forms to class.

**Instructional Strategies:**

**Interpretive**

- Use TPR activities and picture file to acquire vocabulary and phrases related to news media such as Internet, newspaper, TV and broadcast, and leisure and entertainment life.

- Research and make a list of the famous Chinese news media including the well-known websites, newspapers, TV stations and broadcast stations.

- Make a list of your favorite news media in US.

- Explore some of the Chinese websites, read some Chinese newspapers, watch some of Chinese TV shows, and listen to some of Chinese broadcast related to learning topics and answer questions.

- View some of Chinese movies, video clips, and performances related to the learning topics and answer questions.

- Compose questions about authentic materials showed in class.

- Compare and analyze the different forms of news media and entertainment life in China and in US.

- Research on a Chinese celebrity.

- 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 and discuss your research and analysis on Chinese news media and your favorite US news media with your classmates.
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
2. Share and discuss your research on Chinese leisure and entertainment life with your classmates.
3. Use e-mail or webcam conference to communicate with Chinese students to exchange information about favorite leisure activities and entertainment forms.
4. Interview a classmate on favorite news media and leisure activities.
5. Discuss your research on a Chinese celebrity with classmates.
6. Discuss and compare the differences or similarities of the news media in China from that in US.

**Interdisciplinary Connections**
- Group or individual work using various formats: such as TPR and TPR storytelling, iMovie or 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 different news media such as Internet, newspaper, TV and broadcast to explore authentic resources and information on the various topics.
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.

- Use Mac program to type Chinese characters and make iMovie 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 different forms of news media and people's leisure and entertainment life in China and in US.
- Investigate and analyze how the people's daily life has been influenced by the invention of new technology such as Internet.
- Investigate how Internet changes the way people communicate with each other.

Unit 3 青年一代（The Young Generation）

**Big Ideas:** Course Objectives / Content Statement(s)
Adolescents and youth face specific challenges and pressure related to schoolwork, making
friends, family relations, applying for colleges or finding employment, etc. Many problems that young people have are shared across cultures; others are culture specific. Students will develop the knowledge to better understand the challenges that Chinese adolescents and youth face. Students will identify similarities and differences on the problems and challenges for the young people in China and in the United States.

<table>
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<tr>
<th>Essential Questions</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>
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</tbody>
</table>
| What are the specific challenges that adolescents and youth face? Why do those challenges trouble the young people? | Students will understand that…  
Adolescents and youth face specific challenges and pressure in their life. |
| How should the young people reduce the pressure and face the problems in their life? | Having proper relationship with friends and family are very important to adolescents and youth.  
Society, school and family should care and help adolescents and youth to reduce their pressure and overcome the problems that they face by communicating with them and providing appropriate advise and discipline. |
| How are the problems and challenges that Chinese adolescents and youth face different from or similar to those that American young people have? | Connecting with others effectively requires cultural knowledge and communication skills and strategies.  
There are challenges for young people that are common among many cultures. There are others that are specific to a culture.  
Understanding that culture will enhance communication among people and improve the understanding of other perspectives and challenges. |
| Is the crime rate among Chinese youth similar to that among American youth? | |

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

| Instructional Focus:  
Students will: |
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<tbody>
<tr>
<td>• Use vocabulary, phrases and sentences to introduce and describe the challenges and problems that adolescents and youth have in China and in US.</td>
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<tr>
<th>Examples, Outcomes, Assessments</th>
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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>
</tr>
<tr>
<td>7.1.IL.A.2 Demonstrate comprehension of</td>
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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.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.

• Explore the relationship between the young people and their friends and family members in China and in US.

• Compare the differences or similarities of the challenges and problems that Chinese adolescents and youth face and those that American young people have.

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

• Use Internet to do research on the Chinese adolescents and youth and their challenges, including the problems with relationships, the crime rate among the youth and the options to go to college or get employed.

• Share your perspective on adolescent’s challenges with others.

• Evaluate if your relationship with your friends and family is close and if you are satisfied.

• Exchange information with Chinese speaking students.

Sample Assessments:
• Write a letter to a close friend or family member to talk about your confusion or problem.
• Create skits and act out on different scenario situations in finding jobs.
• Improvisational role-play in a Chinese city with the emphasis on finding a job and doing a job interview.

Instructional Strategies:
Interpretive
• Use TPR activities and picture file to acquire vocabulary and phrases related to adolescent’s challenges and problems, crime rate and options for the future
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.

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 (college and employment).

- List your own challenges and problems.
- Make an iMovie or PowerPoint project to show the challenges or problems that adolescents have.
- 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.
- View student produced iMovies or PowerPoint projects about the challenges and problems that adolescents have and ask related questions.

Interpersonal
- Share your own challenge with a classmate or a friend.
- Interview a classmate or a friend about challenges or problems that person have.
- Discuss your iMovie or PowerPoint project on the challenges or problems that adolescents have with a partner.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about adolescent’s challenges and problems.
- Design and create a skit of job interview with a partner.
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.

**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

• Work with a group to compare the similarity and the difference on the adolescent's problems between Chinese and Americans.

**Presentational**
- TPR Story telling.
- Present an iMovie or a PowerPoint project on adolescent’s challenges and problems to classmates.
- Show and tell your favorite story of your pets to classmates.
- Perform a skit of job interview with a partner to class.
- Report to the class the differences and similarities of the adolescent’s challenges and problems including adolescent’s crime rate and future options after high school between Chinese and Americans.

**Interdisciplinary Connections**
- Group or individual work using various forms such as TPR and TPR story-telling, interview, skit and role play, iMovie, PowerPoint presentation and Internet research to improve understanding and interpretation of Chinese adolescent’s challenges and problems.

**Technology Integration**
- Use iMovie and PowerPoint to present adolescent’s challenges and problems.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information and opinions on adolescent's challenges and problems.
- Use Internet to explore authentic resources and information on the various topics.
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.

- Use skit and role-play to practice the speaking skills in related 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 challenges and problems that adolescents and youth have in US and in China.
- Recognize the Chinese influence on Western world and vice versa on the topic of adolescent’s challenges.

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**Unit 4 未来世界（The Future World）**

**Big Ideas: Course Objectives / Content Statement(s)**
The unbalanced economic development in human society destroys the ecological balance of the nature and leads to the different types of environmental pollution and natural disasters. The preservation of the ecosystem affects our lives today and is essential to the human race. The new science and technology can help us preserve the natural resources and maintain the balance between human beings and the nature. Students will use digital and hard authentic resources to practice the necessary language skills and develop the knowledge to better understand the importance of the conservation of natural resources.

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<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
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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>
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<td>How do my choices affect the ecosystem?</td>
<td>Students will understand that…</td>
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<td>What are the roles people play in the ecosystem?</td>
<td>Many types of natural resources are limited.</td>
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<tr>
<td>What is considered a resource?</td>
<td>The unbalanced economic development in human society destroys the ecological balance of the nature and leads to the different types</td>
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How do I affect the environment or how does the environment affect me?

How does recycling affect the environment?

What can people do to preserve the ecosystem?

What are the healthy ways to live?

What are the Chinese viewpoints and practice on the topic of environmental pollution and conservation of natural resources? Are they similar to or different from American’s viewpoints and practice?

The preservation of the ecosystem affects our lives today and is essential to the human race.

Geography, economics, and cultural perspectives and practices affect how different countries respond to environmental concerns and to the preservation of natural resources.

Our daily choices do affect the ecosystem. We can do small things such as recycling and using less paper, water and power to preserve the natural resources.

We need to know and practice the ways to be healthy and happy.

We are all interconnected in today’s world. Environmental problems are related to everyone on earth.

<table>
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<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
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<tr>
<td>7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</td>
<td>Students will…</td>
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<td>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</td>
<td>• Use vocabulary, phrases and sentences to conduct practical activities such as making conservation signs and posting them in the classroom and school, investigating the use of the natural resources and the wasted resources in school and making graphs, and making a plan for conservation of resources in school.</td>
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<td>7.1.II.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>• Compare the differences or similarities of the viewpoints and practice on environmental pollution and conservation of natural resources between US and China.</td>
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<td>7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</td>
<td>• Use authentic Chinese books, magazines, movies, and videos as supplementary materials to learn the related topics.</td>
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<tr>
<td>7.1.II.A.1 Identify the main idea and most</td>
<td>• Use Internet to do research on the</td>
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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.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.

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 problems of environmental pollution and natural disasters, and the influential Chinese environmentalists and organizations (e.g. Greenpeace China) and their work.

- Share your perspective and plan on conservation of natural resources with others.
- Exchange information with Chinese speaking students.
- Make an iMovie to improve school’s conservation of natural resources.
- List possible new scientific and technological inventions that could help us conserve the natural resources and maintain ecological balance.

**Sample Assessments:**
- Make conservation signs.
- Write emails to Chinese pen pals to exchange ideas on conservation of natural resource in each school.
- Present your iMovie or a PowerPoint project on how to improve the conversation of natural resources in school.

**Instructional Strategies:**

**Interpretive**

- Use TPR activities, objects and picture files to acquire vocabulary and phrases that related to environmental pollution, conservation of natural resources, and new scientific and technological inventions.
- Make a list of the activities that you do frequently to preserve the natural resources.
- Investigate the use of the natural resources and the wasted resources in school and make graphs.
- Make a plan for conservation of resources in school.
culture, orally, in writing, or through simulation.
7.1.II.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 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

- Use Internet to do research on the problems of environmental pollution and natural disasters, and the influential Chinese environmentalists and organizations (e.g., Greenpeace China) and their work.
- Compare the differences or similarities of the viewpoints and practice on environmental pollution and conservation of natural resources between US and China.
- Read authentic Chinese books, magazines and watch movies, and videos as supplementary materials to learn the related topics.
- List possible new scientific and technological inventions that could help us conserve the natural resources and maintain ecological balance.
- 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.
- List your ways of healthy living.

**Interpersonal**
- Share your list of the activities that you do frequently to preserve the natural resources with classmates.
- Make conservation signs and post them in classroom and school with a group.
- Interview a custodian to investigate the use of the natural resources and the waste resources in school and make graphs with a group.
- Share your plan for conservation of resources in school with classmates.
- Share your research on the problems of environmental pollution and natural disasters, and the influential Chinese environmentalists and organizations (e.g., Greenpeace China) and their work with classmates.
- Use e-mail or webcam conference to communicate with Chinese students to discuss the differences or similarities of the
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<th>Cultural Interpretive</th>
<th>Presentational</th>
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<td>1. Compare daily practices of people in the target culture(s) with their own.</td>
<td>• TPR Story telling of environmental pollution.</td>
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<td>2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.</td>
<td>• Display conservation signs in classroom and school.</td>
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<tr>
<td>3. Identify aspects of culture presented in photographs, plays, or films.</td>
<td>• Display graphs and charts on the use of the natural resources and the wasted resources in school.</td>
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<tr>
<td>4. Identify common tangible and intangible cultural products of the target culture(s).</td>
<td>• Present your research on the problems of environmental pollution and natural disasters, and the influential Chinese environmentalists and organizations (e.g. Greenpeace China) and their work in class.</td>
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<th>Interdisciplinary Connections</th>
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<td>1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.</td>
<td>• Group or individual work using various forms such as TPR and TPR story-telling, conservation signs, graphs, iMovie and PowerPoint presentation, interviews, and other games to improve understanding and</td>
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<tr>
<td>2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.</td>
<td>viewpoints and practice on environmental pollution and conservation of natural resources between US and China.</td>
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• Share your list of possible new scientific and technological inventions that could help us conserve the natural resources and maintain ecological balance with classmates.

• Share the list of your ways of healthy living with a partner.

• Create an iMovie or a PowerPoint project to improve the conversation of natural resources in school with a partner.
interpretation of Chinese spoken and written language and culture.

**Technology Integration**

- Use iMovie and PowerPoint to present a plan to improve the conservation of natural resources in school.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about various related 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 the opinions and practice on the problem of environmental pollution and the conservation of natural resources.
- Recognize the influence of new scientific and technological inventions on conservation of natural resource globally.
- Analyze the historical and cultural influences on people’s different viewpoints and practices on conservation of natural resources in different countries or regions.

**Texts and Resources:**

- Chinese Made Easy IV: 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
www.teacherspayteachers.com/Browse/Search:Chinese
www.schoology.com/home
pearltrees.com
quizlet.com