

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.

<p>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</p>	
<p>Unit 1 中国概况 (A Survey of China)</p>	
<p>Big Ideas: Course Objectives / Content Statement(s) A survey of China in Chinese language is an introduction of authentic materials of an increasing complexity on a variety of topics such as Chinese geography, language, and food. It provides 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 American culture and Chinese culture.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>What are some of the characteristics of Chinese culture?</p> <p>What are some of the similarities and differences between American culture and Chinese culture in terms of geographic features, language developments, and foods?</p> <p>How do we communicate effectively with other people who have different cultural backgrounds from us?</p>	<p>Students will understand that...</p> <p>Studying other languages and cultures offers insights into our own culture. Communicating with others effectively requires cultural knowledge and communication skills and strategies.</p> <p>Each country has its own uniqueness and diversity of cultures. Understanding that culture will enhance communication and improve the flow of conversation.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>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.</p> <p>7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>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.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most supporting details in readings from age-</p>	<p>Instructional Focus: Students will...</p> <ul style="list-style-type: none"> • Learn to recognize and use vocabulary, phrases and sentences to describe and discuss the geographical features of China, the population formation and growth, and the names of major Chinese provinces and their major roles in China's economic development. Compare the differences and similarities of geographical features and population growth between US and China. • Learn to recognize and use vocabulary, phrases and sentences to describe and discuss the origin, development, and characteristics of Chinese language. Compare the differences and similarities between Chinese language and Western languages. • Learn to recognize and use vocabulary, phrases and sentences to describe and discuss different types of Chinese foods. Learn how to cook a typical Chinese dish. Compare the differences and similarities between Chinese food and American food. • Demonstrate and practice appropriate gestures, body language and intonations used in social interactions. • Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics. • Explore how one culture can influence another. • Use Internet to do research on the uniqueness and diversity of the cultures of China and their relationships with the natural environment and the social and economic developments. • Exchange information with Chinese speaking students.

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

- Use authentic Chinese books, magazines, movies, Internet resources, and performances as supplementary materials to learn about the related topics.

Sample Assessments:

Interpretive

- Use TPR activities, picture file, maps and dictionary to acquire vocabulary and phrases related to geographical features, language development, and different types of foods.
- 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 geographical features, major Chinese provinces, the development of Chinese language, and the major types of Chinese foods in the target language.
- Make a list of your favorite foods.
- View other students projects (iMovie or PowerPoint) (comparing a Chinese province to a US state), and answer related questions.

Interpersonal

- Share similarities and differences of your choosing US state and a Chinese province on their geographical features, languages, and foods with your classmates.
- Interview classmate on their favorite food and their experience eating authentic Chinese food.
- Use e-mail or webcam conference to communicate with Chinese students to exchange opinions on geography, language and food of both countries. They can also discuss their different traveling

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.

experiences in both or either country.

- Research and cook a Chinese dish with a partner.
- Design and create an iMovie or PowerPoint project comparing a US state to a Chinese province with a partner.

Presentational

- TPR Story telling.
- Create a Chinese Rap to describe the characteristics of China.
- Design and present an iMovie or PowerPoint project comparing a US state to a Chinese province in class.
- Display and present a Chinese dish in class.

Instructional Strategies:

Interdisciplinary Connections

- Group or individual work using various forms such as TPR and TPR story-telling, iMovie or PowerPoint presentation, cook 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 comprehension.
- Use audio and visual media in teaching.

Global Perspectives

- Investigate the differences and similarities of the points of views on geographical features, language developments, and

	<p>different types of foods between US and China and include the related information in different projects.</p> <ul style="list-style-type: none"> Recognize the Chinese influence on US and vice versa.
Unit 2 旅游 (Travel)	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Many viewpoints and practices related to travel are shared across cultures; others are culture specific. Students will gain skills and knowledge on and become familiar with how to plan and arrange travel in China on their own or with a travel agency. Students will be able to negotiate travel issues such as applying for visas, purchasing transportation tickets, reserving hotels, sightseeing, and participating in a summer camp in China, etc.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>How is travel experience in China different from or similar to that in US?</p> <p>How can a Westerner survive if he/she travels in China?</p> <p>What skills and knowledge do we need to have when we travel abroad, especially in a country with different culture from us?</p> <p>How can travel connect us to students in other countries?</p>	<p>Students will understand that...</p> <p>Knowing other languages and culture helps us better plan and arrange our travel.</p> <p>Many factors such as history, culture, weather, and geography affect our travel experiences and the ways that people plan and arrange their travel.</p> <p>The types and preference of travel arrangements in different areas are changing as the result of the increasing changes and interconnection of today's world.</p> <p>Travel is a direct way for people with different cultural backgrounds to understand each other, and can serve as a shared interest for communication.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>

<p>Cumulative Progress Indicators:</p> <p>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.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>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.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.II.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.</p> <p>7.1.II.B.5 Engage in short conversations about personal experiences or events and/or</p>	<p>Instructional Focus: Students will...</p> <ul style="list-style-type: none"> • Use vocabulary, phrases and sentences to purchase transportation tickets, finding and reserving hotels, applying for visa, participating in summer camps in China and asking and answering questions related to travel. • 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 travel experience in China and in US. • 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 their travel experience. • Use Internet to do research on the famous Chinese scenic spots and historical sites. • Exchange information with Chinese speaking students. <p>Sample Assessments: Students will...</p> <p>Interpretive</p> <ul style="list-style-type: none"> • Use TPR activities and picture file to acquire vocabulary and phrases related to travel such as purchasing transportation tickets, reserving hotels, and applying for
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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.II.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.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

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

7.1.II.C.4 Compare and contrast age- and level-appropriate [culturally authentic materials](#) orally and in writing.

7.1.II.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.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](#).

Communication

Interpretive

1. Demonstrate comprehension of a series of oral directions, commands, and requests

visa, etc.

- Research and make a list of the famous Chinese scenic spots and historical sites.
- Make a list of your favorite travel places.
- Create skits and act out on different scenario situations in travel.
- 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.
- Compare and analyze advertisements, travel magazines and brochures and the common ways of arranging travels in China and in US.
- 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 travel and summer camp experiences with classmates: name of the place or camp, transportation you used, hotel or other places you stayed, activities you did, and how you like the trip or camp.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about favorite travel experience and summer camps.
- Interview classmate on favorite places and travel experience in US or abroad.
- Design and create a show about traveling in a foreign place with a group.
- Improvisational role-play in a Chinese city with the emphasis on purchasing transportation tickets and reserving hotels.
- Discuss and compare the differences or similarities of the travel experience in China from that in US.
- Discuss and report a Chinese scenic spot

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

or a historical site using the information from the Internet.

- Discuss how the economic and cultural exchange and collaboration among different countries affect travel experience in both China and western world.

Presentational

- TPR Story telling.
- Design and perform a show on traveling in a Chinese or US place.
- Role-play in a trip to China or to participate in a Chinese summer camp.
- Report how the social, economic and cultural changes influence travel in China or US using the information from the Internet.
- Create and present a PowerPoint project or a brochure to introduce a memorable scenic spot or a historical site in China.

Instructional Strategies:

Interdisciplinary Connections

- Group or individual work using various formats: such as TPR and TPR story-telling, role play and mini dramas, PowerPoint presentation, brochure 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 or brochure.
- Use Internet to practice listening, pronunciation and reading comprehension.
- Use audio and visual media in teaching.

<p>culture and simulate common cultural practices.</p> <p>Cultural</p> <p>Interpretive</p> <ol style="list-style-type: none"> 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). <p>Interpersonal</p> <ol style="list-style-type: none"> 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. <p>Presentational</p> <ol style="list-style-type: none"> 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. 	<p>Global Perspectives</p> <ul style="list-style-type: none"> • Investigate the differences and similarities of travel experience in China and in US. • Investigate and analyze how the economic and cultural exchange and collaboration among different countries affect the changes of travel experience in both China and western world.
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Unit 3 家居生活 (Living With Family)

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

Many viewpoints and practices related to living with one's family are shared across cultures; others are culture specific. Students will develop the knowledge to better understand Chinese perspectives on family and the relationship among family members. Students will identify similarities and differences on the perception and practice of family life and relationship among family members between the United States and China.

<p>Essential Questions</p>	<p>Enduring Understandings</p>
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<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<p>How do we connect with our family?</p> <p>How do Chinese people view the topic of family life and the relationship among family members differently and / or similarly to Americans?</p> <p>Do Chinese students enjoy the same family connections as American students?</p> <p>Are Chinese students as close to their family members as American students?</p>	<p>Students will understand that...</p> <p>Family is the basic unit of the society. Family ties us together.</p> <p>We are all interconnected in today's world.</p> <p>Connecting with others effectively requires cultural knowledge and communication skills and strategies.</p> <p>Family life and the relationship among family members can serve as a shared interest for communication</p> <p>There are viewpoints on family and relationships among family members that are common among many cultures. There are others that are specific to a culture.</p> <p>Understanding that culture will enhance communication among people and improve the understanding of other perspectives.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>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.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a</p>	<p>Instructional Focus: Students will:</p> <ul style="list-style-type: none"> • Use vocabulary, phrases and sentences to introduce and describe family life and the relationship among family members such as the forms of address among family members, the life style of living in harmony with other family members including pets, and telling stories of older generations. • Explore how history and culture affect the Chinese people's view on family and the relationship among family members. • Compare the differences or similarities of the viewpoints of family life and relationship among family members between Americans and Chinese.

<p>variety of topics.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.II.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.II.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.II.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.</p> <p>7.1.II.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.II.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.II.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.</p> <p>7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs,</p>	<ul style="list-style-type: none"> • 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 family life and connections among family members. • Share your perspective on family and family relations with others. • Explore and make your own family tree. • Explore stories of the older generation in your family by interviewing one of your family members. • Evaluate if your relationship with your family is close and if you are satisfied. <p>Sample Assessments:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • Use TPR activities and picture file to acquire vocabulary and phrases related to family relations, including the forms of address among family members, and the descriptions of a family member. • Research and make your own family tree. • Create drawings or take pictures of your family based on your research on your family history and interview of your family members. • Write a story and make an iMovie or PowerPoint project about an older generation in your family based on your interview of your family members. • Write a story about you and your pet.
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stories, or reports.

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

7.1.II.C.4 Compare and contrast age- and level-appropriate [culturally authentic materials](#) orally and in writing.

7.1.II.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.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](#).

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, commands, and requests for participating in age-appropriate classroom and cultural activities.

- 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 other student's family tree and ask related questions.
- View student produced iMovies or PowerPoint projects about a story of an older generation in the family and ask related questions.

Interpersonal

- Share your family tree with classmates.
- Interview your family members for a story of an older generation in your family.
- Share the story of an older generation in your family with classmates.
- Share your favorite story of your pets with classmates.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about family and family stories.
- Interview a classmate on their family and relationship among family members.
- Create an iMovie or a PowerPoint project on your own family and family story.
- Work with a group to compare the

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 verbal and non-verbal communication during greetings, leave-takings, and common social situations.

similarity and the difference on the perception of family and the relationship among family members between Chinese and Americans.

Presentational

- TPR Story telling of family stories.
- Display and present family tree in class.
- Present an iMovie or a PowerPoint project on a story of an older generation in your family to classmates.
- Show and tell your favorite story of your pets to classmates.
- 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 perception of family and the relationship among family members between Chinese and Americans.

Instructional Strategies:

Interdisciplinary Connections

- Group or individual work using various forms such as TPR and TPR story-telling, interview, iMovie, PowerPoint presentation and Internet research to improve understanding and interpretation of Chinese spoken and written language and culture.

Technology Integration

- Use iMovie and PowerPoint to present family stories.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information and opinions on family and relationship among family members.
- Use Internet to explore authentic resources and information on the various

<p>2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.</p> <p>Presentational</p> <ol style="list-style-type: none"> 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. 	<p>topics.</p> <ul style="list-style-type: none"> • 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. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Investigate the differences and similarities of the opinions on family and relationship among family members between US and China. • Recognize the Chinese influence on Western world and vice versa on the topic of family and family relations.
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Unit 4 社区 (Community)

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

Community and community development reflect the economic, social, and cultural conditions of an area or a group of people with common interests. The function of a community has an impact on how people communicate and connect with each other. To be an active member of a community requires language skills and cultural knowledge. 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 community and the relationship among community members.

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<p>How do we connect with our community?</p> <p>How do Chinese people view the topic of community and the relationship among community members differently and/or similarly to Americans?</p> <p>Do Chinese people enjoy the same community connections as Americans?</p> <p>Are Chinese people as close to their</p>	<p>Students will understand that...</p> <p>A community is a group of people sharing common interests, who may or may reside in the same place.</p> <p>We are all interconnected in today's world.</p> <p>Connecting with others effectively requires cultural knowledge and communication skills and strategies.</p> <p>Community life and the relationship among</p>

<p>community members as Americans?</p> <p>How do you communicate effectively with people with similar or different social and cultural backgrounds in various situations?</p> <p>What communication skills and information will help others better understand your needs and ideas in your community?</p>	<p>community members can serve as a shared interest for communication</p> <p>There are viewpoints on community and relationships among community members that are common among many cultures. There are others that are specific to a culture.</p> <p>Understanding that culture will enhance communication among people and improve the understanding of other perspectives.</p> <p>Appropriate manners, gestures, body language and intonations used in social interactions can help people communicate more effectively and understand each other better.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>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.</p> <p>7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>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.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most supporting details in readings from age-</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Use vocabulary, phrases and sentences to conduct practical activities such as mailing letters or packages in a post office, subscribing newspapers or magazines, checking out books in a community library, participating activities in a community center, and doing community service as a volunteer. • Demonstrate and practice appropriate manners, gestures, body language and intonations used in Chinese speaking places such as community centers, libraries, and postal offices, etc. • Compare the differences or similarities of community and relationship among community members between US and China. • Explore how history and culture affect the Chinese people's view on community and the relationship among community members. • Use authentic Chinese books, magazines, movies, and performances as

<p>and level-appropriate, culturally authentic materials.</p> <p>7.1.II.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.II.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.</p> <p>7.1.II.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.II.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.II.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.</p> <p>7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.II.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.II.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.II.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.</p> <p>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.</p>	<p>supplementary materials to teach the related topics.</p> <ul style="list-style-type: none"> • Use Internet to do research on the differences and / or development and changes of the viewpoints of community life and connections among community members. • Share your perspective on community and community relations with others. • Evaluate if your relationship with your community is close and if you are satisfied. • Make a plan to be a volunteer for community service. • Make skits such as mailing letters or packages in a post office, subscribing newspapers or magazines, checking out books in a community library, participating activities in a community center, and doing community service as a volunteer. <p>Sample Assessments:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • Use TPR activities and picture files to acquire vocabulary and phrases that related to community living such as mailing letters or packages in a post office, subscribing newspapers or magazines, checking out books in a community library, participating activities in a community center, and doing community service as a volunteer. • Create and act out skits such mailing letters or packages in a post office, subscribing newspapers or magazines, checking out books in a community library, participating activities in a community center, and doing community service as a volunteer. • Make a list of the activities that you do frequently with your community. • Read supplementary materials related to
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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, 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

learning topics and answer questions.

- View target language video clips and answer questions.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.
- View student produced scenarios (such as mailing letters or packages in a post office, subscribing newspapers or magazines, checking out books in a community library, participating activities in a community center, and doing community service as a volunteer) and answer related questions.
- Write a composition regarding your experience and plan as a volunteer for community service.
- Make an iMovie or a PowerPoint project to introduce a community center, a postal office, or a local library.
- 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.
- Research on the influence of Internet on community.

Interpersonal

- Introduce and share your community with classmates.
- Interview a person who works for a community.
- Use e-mail or webcam conference to communicate with Chinese students to exchange information about community and community functions.
- Interview a classmate on his/her opinion about and experience in a community.
- Discuss and compare the similarities and differences about perception and practice of communities between Americans and

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.

Chinese with classmates.

- Discuss the influence of Internet on community with classmates.
- Design and create scenarios (such as mailing letters or packages in a post office, subscribing newspapers or magazines, checking out books in a community library, participating activities in a community center, and doing community service as a volunteer) with other students.
- Improvisational role-play at a Chinese post office, library, and a community center with the emphasis on asking and answering question skills.
- Share your community service experience and plan with classmates.
- Create and present an iMovie or a PowerPoint project to introduce a community center, a postal office, or a local library to classmates.

Presentational

- TPR Story telling of your community.
- Role-play at a Chinese post office, library, and a community center.
- Create and present scenario skits (such as mailing letters or packages in a post office, subscribing newspapers or magazines, checking out books in a community library, participating activities in a community center, and doing community service as a volunteer) in class.
- Present an iMovie or a PowerPoint project to introduce a community center, a postal office, or a local library to classmates.
- Display and present your community service experience and plan in class.
- Report to the class the differences and similarities of the perception of community and the relationship among community members between Chinese and Americans.
- Report to the class the influence of Internet on community.

	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Group or individual work using various forms such as TPR and TPR story-telling, role play and mini dramas, iMovie and PowerPoint presentation, interviews, and other games to improve understanding and interpretation of Chinese spoken and written language and culture. <p>Technology Integration</p> <ul style="list-style-type: none"> • Use iMovie and PowerPoint to present a community facility. • 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. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Investigate the differences and similarities of the opinions on community and relationship among community members between US and China. • Recognize the influence of Internet on community. • Analyze the historical and cultural influences on community and community development in different countries or regions.
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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